

بسم الله الرحمن الرحيم

**اسم المقرر التركيب اللغوي (١)
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مع تحيات اخوكم المعتقل
منتديات التعليم عن بعد
<http://www.e1500.com/vb/index.php>

Lecture ONE

The Present Simple

Simple Present Tense: Uses

- 1- Everyday activities: What do you do every day?
- 2- Routines, habits
- 3- General truths

وهناك كلمات تساعدنا في معرفة أنه علينا استعمال الفعل المضارع البسيط منها:-

always rarely usually seldom Sometimes..... In general
frequently often everyday never Occasionally..... almost never

Third Person

He

She Verb + s (Goes, works, talks, does, speaks)

It

Singular subject

my friend

the boss Verb + s (Goes, works, talks, does, speaks)

a co-worker

Spelling rules:

Third person verbs in simple present tense

- Rule 1: verbs ending in **-ch, -sh, -ss,** and **-x** add **es**
- Rule 2: verbs ending in consonant + **y** -> change the **y** to **ies**
- Rule 3: verbs ending in **e** add **s** directly to the verb
- Rule 4: verbs ending in **f** or **lf** . change the **f** to **v** and add **es**

Examples

He bakes bread

She cuts / styles hair

He builds

Delivers

Draws / designs

Drives

Fixes / repairs plumbing, appliances

Flies

Gardens

Guards

Manages / supervises

Paints

Uses a computer / program

Answers telephone, types , files , takes messages

sells

serves, helps customers
teaches
researches , does experiments
washes dishes
cleans , waxes
welds
pushes
Passes
Dries
tries
studies
do =does
go= goes
have =has

Negatives in simple present tense

Plural subject

(the workers, the people) + do not (don't) + verb

I / you / we / they + do not (don't) + verb

Singular subject

He / she / it + does not (doesn't) + verb (no -s)

Questions in Simple Present Tense

Plural subject

Do + I / you / we / they + verb + ?

Singular subject

Does he / she / it + verb + ?

Negatives in Simple Present Tense

Change these to negative:

I work.

I like my job.

They have benefits.

We have a nice boss.

Negatives in Simple Present Tense

Change these to negative:

She has a lot of experience.

He drives to his work.

The new employee comes early.

My co-worker talks to me.

Change these statements to questions:

I work.

I like my job.

They have benefits.

We have a nice boss.

Questions in Simple Present Tense

Change these statements to questions:

She has a lot of experience.

He drives to his work.

The new employee comes early.

Your co-worker talks to you.

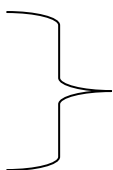
Lecture 2

The Present Simple

summary

Negative

I
You
We
They



don't do not + verb 1 + Rest of sentence

Examples

We don't visit the moon

My cat doesn't **have** a swimsuit. ===== My cat **has** a swimsuit.

هل تلاحظ الاختلاف بين الجملتين عندما تكون منفية او مثبتة

Questions Practices

Don't forget the snobs.((**He , She, It.**))

They are very tricky. They also take the verb DO it becomes DOES ,But the verb lose (s)

LET'S PRACTISE Write in negative

- | | | |
|------------------------------|-----|---------------------------------|
| 1- My cat has a swimsuit. | ==> | My cat doesn't have a swimsuit. |
| 2- Dan and Dana catch frogs. | ==> | Dan and Dana don't catch frogs |
| 3- Robots eat hot dogs. | ==> | Robots don't eat hot dogs. |

Change these statements to questions:

The Present Simple questions.

Do + (I – you – we – they) + verb + rest of sentence + ?

Does (he- she- it) + verb + rest of sentence + ?

Examples

- | | | |
|---------------------------------|-----|------------------------------------|
| 1- She has a lot of experience. | ==> | Does she have a lot of experience? |
| 2- I work. . | ==> | DO I work? |
| 3- You like my job. | ==> | DO you like my Job? |
| 4- He has cats. | ==> | Does he have cats? |

Yes/ No Questions in Simple Present Tense

- 1- IS (he-she-it)+ rest of sentence + ?
- 2- Are (you-we-they)+ rest of sentence + ?
- 3- AM (I) + rest of sentence + ?

Examples

- | | | |
|------------------------------|-----|----------------|
| 1- Am I late ? | ==> | Yes I am . |
| 2- Is she at the college ? | ==> | No , she isn't |
| 3- Are they in the library ? | ==> | Yes they are |

2 Review We often use the simple present tense to give information about ourselves. Complete the sentences with appropriate forms of the following verbs. Use each verb at least once. Add verb endings when necessary. The first one is done as an example.

be be interested in come have live

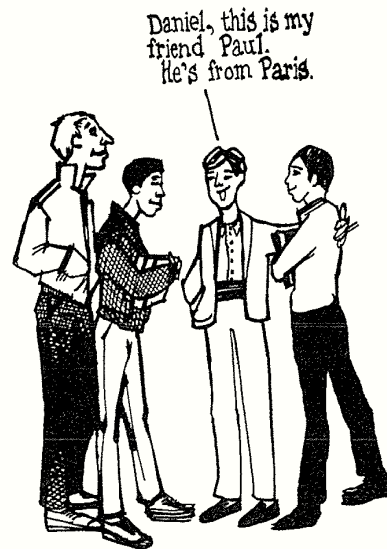
Example His name _____ *is* _____ Miguel.

1. Miguel _____ Colombian.
2. He _____ from Bogotá.
3. He _____ in Meyer Dormitory.
4. He _____ an American roommate.
5. He _____ architecture.

6. Their names _____ Steve and Bob.
7. They _____ Canadian.
8. They _____ from Toronto.
9. They _____ in an apartment.
10. Steve _____ an engineering student.
11. He _____ computers.

12. My name _____ Paolo Espinoza.
13. I _____ Italian.
14. My family _____ from Florence.
15. But now, my family _____ in the United States.
16. I _____ two older brothers.
17. We all _____ in a house near the university.
18. I _____ art history.
19. Both my brothers _____ business administration.
20. One brother already _____ a job downtown.

3 Review Complete the conversation with the simple present form of the verbs in parentheses. Use contractions when possible.



David: Hi, Daniel! How are you? It 's
(be) (be)
good to see you!

Daniel: Hi, David! I am fine. And you?
1 (be)

David: Great! Daniel, I want to introduce you to Paul. He
2 (want)
comes from France. He has a
3 (come) 4 (have)
scholarship to study here. His brother lives here, too.
5 (live)
but he doesn't have any other relatives here.
6 (not have)

Daniel: It is nice to meet you, Paul. How
7 (be)
do you like the United States?
8 9 (like)

Paul: I like Madison a lot. It is very
10 (like) 11 (be)
pretty. I don't know about other places, though. I
12 (not know)
hope to visit many places with my brother.
13 (hope)

Daniel: My brother is here, too. We share an
14 (be) 15 (share)
apartment with another student.

Culture Note

In the United States and Canada, many university students live on campus in dormitories where they usually share a room with one to three roommates. Many dormitories have cafeterias where students eat. In general, colleges and universities also have student unions or student centers, where food, sports, and other services and activities are available.

David: _____ you _____ classes now? Let's
 16 17 (have)
 all go to the Student Union for lunch. They _____ great
 18 (make)
 burgers, and the food there _____ very much.
 19 (not cost)



4 Review Work in pairs. Make statements, questions, and responses in the simple present tense using the following cues. Use the examples as models.

Examples I / have a professor for history class
 a teaching assistant

A. *I have a professor for history class. Do you have a professor, too?*

B. *No, I don't. I have a teaching assistant.*

my brother / study here
 a technical school

A. *My brother studies here. Does your brother study here, too?*

B. *No, he doesn't. He studies at a technical school.*

1. I / live in a dormitory
an apartment
2. I / have classes every day
three days a week
3. my brother / come from the United States
Canada
4. my roommate / always study at the library
in our apartment
5. my neighbors / make a lot of noise at night
go to bed early
6. my professors / assign work every night
about twice a week
7. I / always do my homework at the last minute
ahead of time
8. my math teacher / have office hours three times a week
once a week

Culture Note

In addition to professors, many colleges and universities in the United States and Canada employ graduate students who frequently teach lower-level classes or smaller discussion groups. The graduate students are called "teaching assistants" (TAs). This system of hiring graduate students to teach helps grad students pay for their studies.

Lecture 4

The Present Progressive (Continuous)

Lecture Summary

- 1- Present Progressive- Uses
- 2- Questions
- 3- Negative
- 4- Test-Taking strategies

Rule

When you see verb to be you have to think of ing

Noun (pronoun) + Verb to be (is- am –are) + (verb) = verb ing

Examples

Majid is playing tennis.

Sara is sleeping.

الفعل المضارع المستمر : هو حدث نتكلم عنه وهو واقع الان (شي نتكلم عنه امامنا او شي يحدث الان في نفس الوقت الذي نحن نتكلم عنه مثل ساره نائمه الان وفي هذا الجدول يتضح لنا جميع الاستعمالات الافعال المساعدة

I	am	eating
You	are	
He She It	is	
We You They	are	

وفي هذا الجدول نبين عندما تكون الافعال المساعدة استفهامية أين موقعها

Am	I	eating ?
Are	you	
Is	he she it	
Are	We You They	

وفي هذا الجدول نبين عندما تكون الجملة منفية كيف تكون الأفعال المساعدة استفهامية

I	am not	eating
You	aren't	
He She It	isn't	
We You They	aren't	

Present Continuous- Signal words

- 1- Now- right now
- 2- Look!
- 3- Listen!
- 4- At the moment

وهذه الجمل تبين لنا ان الفعل يحدث الان فعندما نراها في الجملة فيجب علينا ان نظيف اى ان ج بعد الفعل المسبوق بأحد الافعال المساعدة .

Examples

- 1- Q- What are they doing?

An- I am reading right now or I am reading now or I am reading .

اكمل جميع الجمل كما هو موضح في المثال السابق مع مراعات التغيرات اللازمة

- 2- They are boxing
- 3- He is cooking
- 4- He is doing judo
- 5- He is driving
- 6- He is falling down
- 7- He's playing golf
- 8- They are playing hockey
- 9- He's looking
- 10- He's riding a bike
- 11- It is eating
- 12- They are shaking hands
- 13- He is skateboarding
- 14- He is weightlifting
- 15- He's playing rugby
- 16- He's working on the computer

17- He's windsurfing

18- He's surfing

19- They are singing

Test-Taking Strategies

1- The boys _____ to the gym everyday

- a) Going
- b) **Go**
- c) goes

2- Sary is _____ to the radio right now.

- a) **Listening**
- b) Listens
- c) listen

3- Mubarak and Huda usually _____ their parents

- a) Visits
- b) Visiting
- c) **visit**

4- Salem _____ a Lexus car

- a) Drives
- b) Driving
- c) drive

5- Reem _____ to a new house.

- a) Moving
- b) **is moving**
- c) move

6- Jamal _____ at 9.30pm

- a) Sleeping
- b) Sleep
- c) **sleeps**

7- We _____ a new house

- a) Buy
- b) **are buying**
- c) buys

8- Maha _____ as a manager.

- a) Working
- b) **Works**
- c) work

9- I _____ drinking milkshakes

- a) **Like**
- b) Liking
- c) Likes

Lecture 5
The Simple Future

Lecture Summary

- 1- Simple Future- Uses
- 2- Questions
- 3- Negative
- 4- Practices

Pre-Test (Affirmative Sentences)

Select the best answer.

- ___ 1. The stores ____ at noon today.
(A) is going to close (B) are going to close (C) am going to close
- ___ 2. The secretary ____ the documents tomorrow morning.
(A) is going to fax (B) am going to fax (C) are going to fax
- ___ 3. Esteban ____ us at the Mall tonight at 8:30.
(A) am going to meet (B) are going to meet (C) is going to meet
- ___ 4. I ____ a health club next month.
(A) am going to join (B) is going to join (C) are going to join
- ___ 5. The meeting ____ in 15 minutes.
(A) are going to begin (B) is going to begin (C) am going to begin
- ___ 6. Mr. and Mrs. Cardona ____ their home near the beach.
(A) am not going to build (B) isn't going to build (C) aren't going to build
- ___ 7. Some friends ____ to our welcome party next Friday.
(A) isn't going to come (B) aren't going to come (C) am not going to come
- ___ 8. I ____ at any fast food restaurant this week.
(A) aren't going to eat (B) isn't going to eat (C) am not going to eat
- ___ 9. Elizabeth ____ cards to her friends this Christmas. She's going to visit them.
(A) isn't going to send (B) aren't going to send (C) am not going to send
- ___ 10. Luis fractured his ankle. He ____ basketball this basketball season.
(A) aren't going to play (B) am not going to play (C) isn't going to play

- ___ 11. ___ George ___ from California to Mexico next summer ?
 (A) Is, going to drive (B) Am, going to drive (C) Are, going to drive
- ___ 12. ___ you ___ casual clothes to get together activity next Saturday ?
 (A) Are, going to wear (B) Is, going to wear (C) Am, going to wear
- ___ 13. ___ the students ___ their e-mails this afternoon ?
 (A) Is, going to read (B) Am, going to read (C) Are, going to read
- ___ 14. ___ the train ___ in twenty minutes ?
 (A) Am, going to leave (B) Is, going to leave (C) Are, going to leave
- ___ 15. ___ I ___ my reimbursement check next Friday ?
 (A) Are, going to receive (B) Is, going to receive (C) Am, going to receive
- ___ 16. Where ___ Anita ___ her job interview tomorrow morning ?
 (A) am, going to have (B) is, going to have (C) are, going to have
- ___ 17. When ___ Paul ___ the yard ?
 (A) are, going to clean (B) is, going to clean (C) am, going to clean
- ___ 18. Who _____ Nancy to the airport next Sunday ?
 (A) are going to take (B) am going to take (C) is going to take
- ___ 19. What ___ you ___ next weekend ?
 (A) are, going to do (B) is, going to do (C) am, going to do
- ___ 20. Why ___ the manatees probably ___ in the future ?
 (A) is, going to disappear (B) are, going to disappear (C) am, going to disappear

Pre-Test Answer Key

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. A | 12. A |
| 3. C | 13. C |
| 4. A | 14. B |
| 5. B | 15. C |
| 6. C | 16. B |
| 7. B | 17. B |
| 8. C | 18. C |
| 9. A | 19. A |
| 10. C | 20. B |

Pre-Test Evaluation

Total Correct Answers:

20 Excellent: Go to the Post Test.

19 Very Good: Review the incorrect answer and go to the Post Test.

18-12 Good: Review the incorrect answers, study the rules presented in this module, do the practice exercises and then go to the Post Test.

11 or You Need More Practice: Study the module, review the **less** rules carefully and do the practice exercises. When you improve your score, you may go to the Post Test.

Simple Future Tense

- You use the Simple Future Tense when you talk about future events or plans.
- You also use the Simple Future Tense when you want to make a prediction or make a promise. ☺
- There are two (2) ways to make the Simple Future Tense. In this module we will present Pattern # 1. In the module Simple Future Tense Part II, we will present Pattern # 2.

Pattern # 1:

SUBJECT + BE + GOING TO + VERB (BASE FORM)

Pattern # 2:

SUBJECT + WILL + VERB (BASE FORM)

Example Pattern # 1

Subject + BE (am, is, are) + going to + Verb (base form)...

I am going to graduate next May.

Future Time Expressions

tomorrow	the day after tomorrow
tomorrow ► morning ► afternoon ► evening ► night	next ► Monday ► week ► weekend ► month ► year ► semester ► summer ► Eid

Future Time Expressions

today
this ► afternoon ► Friday ► week ► month ► year ► Thanksgiving...
in ► ten minutes ► three days ► two weeks ► nine months ► a few years ► a little while...
soon
tonight

Affirmative Sentences

Affirmative Sentences			
SUBJECT + BE	GOING TO	VERB (BASE FORM)	Time
I'm	going to	study	tomorrow.
you're			
he's she's			
we're you're they're			
it's	going to	rain	

Affirmative Sentences

Examples:

- 1- I'm going to watch a movie tonight.
- 2- You're going to see the doctor tomorrow.
- 3- Miguel is going to fix his car later today.
- 4- Sarah and Daniel are going to buy a laptop next month.
- 5- The dog is going to eat its food soon.
- 6- We're going to move to Florida next year.
- 7- The game is going to begin in 10 minutes.
- 8- Mrs. Medina is going to sign the house contract next Monday.

Negative Sentences

Negative Sentences				
SUBJECT + BE	NOT	GOING TO	VERB (BASE FORM)	TIME
I'm	not	going to	study	tomorrow.
You're				
He's She's				
We're You're They're				
It's	not	going to	rain	

Negative Sentences

Examples:

1. I'm not going to watch a movie tonight.
2. You're not going to see the doctor tomorrow.
3. Miguel is not going to fix his car later today.
4. Sarah and Daniel are not going to buy a laptop next month.
5. The dog is not going to eat its food soon.
6. We're not going to move to Florida next year.
7. The game is not going to begin in 10 minutes.
8. Mrs. Medina is not going to sign the house contract next Monday.

Use of Contractions

Contractions:

A contraction is the combination of two words into one.

In contractions, letters are replaced with an apostrophe (').

Examples:

- 1- I am not = I'm not
- 2- you are not = you're not / you aren't
- 3- he is not = he's not / he isn't
- 4- she is not = she's not / she isn't
- 5- it is not = it's not / it isn't
- 6- we are not = we're not / we aren't
- 7- they are not = they're not / they aren't

Examples of Contractions in Negative Sentences

- 1- I am not going to watch a movie tonight.
I'm not going to watch a movie tonight.
- 2- You're not going to see the doctor tomorrow.
You aren't going to see the doctor tomorrow.
- 3- We're not going to move to Florida next year.
We aren't going to move to Florida next year.
- 4- The game is not going to begin in 10 minutes.
The game isn't going to begin in 10 minutes.

Yes/No Questions and Short Answers

YES/NO Questions					
BE	SUBJECT	GOING TO	VERB (BASE FORM)	TIME	?
Am	I	going to	study	tomorrow	?
Are	you				
Is	he she				
Are	you we they				
Is	it	going to	rain	tomorrow	?

Yes/No Questions and Short Answers

SHORT ANSWERS	
AFFIRMATIVE	NEGATIVE
Yes, you are.	No, you're not. / No, you aren't.
Yes, I am.	No, I'm not.
Yes, he is. Yes, she is.	No, he's not. / No, he isn't. No, she's not. / No, she isn't.
Yes, you are. Yes, we are. Yes, they are.	No, you're not. / No, you aren't. No, we're not. / No, we aren't. No, they're not. / No, they aren't.
Yes, it is.	No, it's not. / No, it isn't.

Yes/No Questions and Short Answers

Examples:

1. Are you going to watch a movie tonight?
Yes, I am. / No, I am not. / No, I'm not.
2. Are you going to see the doctor tomorrow?
Yes, I am. / No, I am not. / No, I'm not.
3. Is Mike going to fix his car later today?
Yes, he is. / No, he's not. / No, he isn't.
4. Are Sarah and Daniel going to buy a laptop next month?
Yes, they are. / No, they're not. / No, they aren't.
5. Is the dog going to eat its food soon?
Yes, it is. / No, it's not. / No, it isn't.
6. Are you going to move to Florida next year?
Yes, we are. / No, we're not. / No, we aren't.
7. Is the game going to begin in 10 minutes?
Yes, it is. / No, it's not. / No, it isn't.
8. Is Mrs. Medina going to sign the house contract next Monday?
Yes, she is. / No, she's not. / No, she isn't.

Wh-Questions (Information Questions)

WH-QUESTIONS ABOUT THE SUBJECT

WH-WORD	BE	GOING TO	VERB (Base Form)	TIME	?	SHORT ANSWERS
Who	is	going to	come	tomorrow	?	Robert and his family.
What			happen			There is going to be a cancer detection clinic.

OTHER WH-QUESTIONS

WH-WORD	BE	SUBJECT	GOING TO	VERB (BASE FORM)	TIME	?
1. What	is	she	going to	do	tomorrow	?
2. Where	is	the plane		land		
3. When	are	you		arrive		
4. Why	are	we		shop		
5. Who	are	they		visit		
6. How	am	I		finish		

Wh-Questions (Information Questions)

More Examples:

1. (Q) What are you going to watch tonight?
(A) A terror movie.
2. (Q) When are you going to take a test?
(A) Tomorrow at 9:30 am.
3. (Q) What is Mike going to fix today?
(A) His car.
4. (Q) Where are you going to move to next year?
(A) To Florida.
5. (Q) Who is going to sign the house contract next Monday?
(A) Mrs. Medina.

Practice Exercises (Affirmative Sentences)

Select the best answer.

- ___ 1. I ____ the laundry this afternoon.
(A) is going to do (B) am going to do (C) are going to do
- ___ 2. Eliezer ____ to a pool party next Saturday.
(A) is going to go (B) are going to go (C) am going to go
- ___ 3. We ____ at the new Italian restaurant tomorrow night.
(A) am going to eat (B) is going to eat (C) are going to eat
- ___ 4. The tutors ____ the students in the English class next week.
(A) is going to help (B) are going to help (C) am going to help
- ___ 5. Carolyn ____ her baby next month.
(A) is going to have (B) am going to have (C) are going to have

Practice Exercises (Negative Sentences)

- ___ 6. My mother ____ dinner tonight.
(1) am not going to cook (B) isn't going to cook (C) aren't going to cook
- ___ 7. The temperature ____ in the 90s tomorrow.
(A) isn't going to be (B) am not going to be (C) aren't going to be
- ___ 8. Bob and his family ____ at the lake next weekend.
(A) aren't going to fish (B) isn't going to fish (C) am not going to fish
- ___ 9. I ____ new decorations for the house this Christmas.
(A) aren't going to buy (B) am not going to buy (C) isn't going to buy
- ___ 10. The meeting ____ at three o'clock. It's going to end later.
(A) am not going to end (B) isn't going to end (C) aren't going to end

Practice Exercises (Yes/No Questions)

- ___ 11. ____ you and your family ____ your house before you sell it?
(A) Is, going to remodel (B) Am, going to remodel (C) Are, going to remodel
- ___ 12. ____ Henry ____ in the university next semester?
(A) Is, going to register (B) Am, going to register (C) Are, going to register

- ___ 13. ___ your parents ___ their wedding anniversary next July?
(A) Am, going to celebrate (B) Are, going to celebrate (C) Is, going to celebrate
- ___ 14. ___ Julian and Carol ___ a business next year?
(A) Is, going to own (B) Am, going to own (C) Are, going to own
- ___ 15. ___ Wal-Mart ___ until 10:00 pm next Sunday?
(A) Am, going to open (B) Are, going to open (C) Is, going to open
- Practice Exercises (Information Questions)
- ___ 16. Who ___ your sister ___ to her wedding?
(A) are, going to invite (B) is, going to invite (C) am going to bring
- ___ 17. When ___ the students ___ their science projects?
(A) are, going to finish (B) am, going to finish (C) is, going to finish
- ___ 18. What trick ___ the dolphin ___ next?
(A) am, going to do (B) is, going to do (C) are, going to do
- ___ 19. Why ___ Peter ___ his sports car next month?
(A) am, going to sell (B) are, going to sell (C) is, going to sell
- ___ 20. How ___ the engineers ___ houses in the future?
(1) are, going to design (B) am, going to design (C) is, going to design

Practice Exercise Answer Key

- | | |
|-------|-------|
| 1- B | 11. C |
| 2- A | 12. A |
| 3- C | 13. B |
| 4- B | 14. C |
| 5- A | 15. C |
| 6- B | 16. B |
| 7- A | 17. A |
| 8- A | 18. B |
| 9- B | 19. C |
| 10- B | 20. A |

Practice Exercise Evaluation

Total Correct Answers:

- 20 Excellent:** Go to the Post Test.
- 19 Very Good:** Review the incorrect answer and go to the Post Test.
- 18-12 Good:** Review the incorrect answers, consult the module again and then go to the Post Test.
- 11 or less You Need More Practice:** Study the module, review the rules carefully and do the practice exercises again.
- When you understand the rules and improve your score, you may go to the Post Test.

Post Test (Affirmative Sentences)

Select the best answer.

- ___ 1. The stores ___ at noon today.
(A) is going to close (B) are going to close (C) am going to close
- ___ 2. The secretary ___ the documents tomorrow morning.
(A) is going to fax (B) am going to fax (C) are going to fax
- ___ 3. Esteban ___ us at the Mall tonight at 8:30.
(A) am going to meet (B) are going to meet (C) is going to meet
- ___ 4. I ___ a health club next month.
(A) am going to join (B) is going to join (C) are going to join
- ___ 5. The meeting ___ in 15 minutes.
(A) are going to begin (B) is going to begin (C) am going to begin
- ___ 6. Mr. and Mrs. Cardona ___ their home near the beach.
(A) am not going to build (B) isn't going to build (C) aren't going to build
- ___ 7. Some friends ___ to our welcome party next Friday.
(A) isn't going to come (B) aren't going to come (C) am not going to come
- ___ 8. I ___ at any fast food restaurant this week.
(A) aren't going to eat (B) isn't going to eat (C) am not going to eat
- ___ 9. Elizabeth ___ cards to her friends this Christmas. She's going to visit them.
(A) isn't going to send (B) aren't going to send (C) am not going to send

- ___ 10. Luis fractured his ankle. He ___ basketball this basketball season.
 (A) aren't going to play (B) am not going to play (C) isn't going to play
- ___ 11. ___ George ___ from California to Mexico next summer ?
 (A) Is, going to drive (B) Am, going to drive (C) Are, going to drive
- ___ 12. ___ you ___ casual clothes to the get together activity next Saturday ?
 (A) Are, going to wear (B) Is, going to wear (C) Am, going to wear
- ___ 13. ___ the students ___ their e-mails this afternoon ?
 (A) Is, going to read (B) Am, going to read (C) Are, going to read
- ___ 14. ___ the train ___ in twenty minutes ?
 (A) Am, going to leave (B) Is, going to leave (C) Are, going to leave
- ___ 15. ___ I ___ my reimbursement check next Friday ?
 (A) Are, going to receive (B) Is, going to receive (C) Am, going to receive
- ___ 16. Where ___ Anita ___ a job interview tomorrow morning ?
 (A) am, going to have (B) is, going to have (C) are, going to have
- ___ 17. When ___ Paul ___ the yard ?
 (A) are, going to clean (B) is, going to clean (C) am, going to clean
- ___ 18. Who _____ Nancy to the airport next Sunday ?
 (A) are going to take (B) am going to take (C) is going to take
- ___ 19. What ___ you ___ next weekend ?
 (A) are, going to do (B) is, going to do (C) am, going to do
- ___ 20. Why ___ the manatees probably ___ in the future ?
 (A) is, going to disappear (B) are, going to disappear (C) am, going to disappear

Post Test Answer Key

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. A | 12. A |
| 3. C | 13. C |
| 4. A | 14. B |
| 5. B | 15. C |
| 6. C | 16. B |
| 7. B | 17. B |
| 8. C | 18. C |
| 9. A | 19. A |
| 10. C | 20. B |

Post Test Evaluation

Total Correct Answers:

- 20 Excellent:** Congratulations! You have successfully completed this module.
You may work with a different module if necessary.
- 19 Very Good:** Review the incorrect answer.
You may work with a different module if necessary.
- 18-12 Good:** Review the incorrect answers, review the areas of difficulty and take the Post Test again.
- 11 or less You Need More Practice:** I recommend that you review the complete module and take the Post Test again.

Lecture 5

The Past

Lecture Summary

- 1- Simple Past- Uses
- 2- Past Perfect
- 3- Present Perfect
- 4- Questions
- 5- Negative

The simple past tense

- ❖ It is used for action completed in the past at a definite time :
 - ☼ For a past action when the time is given
Example : I met him yesterday
 - ☼ When the action clearly took place at a definite time even though this time is not mentioned .
Example : I bought this car in Montreal .
 - ☼ It is used for an action whose time occupied a period of time now terminated .
Example : I worked in that bank for four years.

❖ Some signal words for simple past tense :

- Yesterday
- Last Night
- Last week
- Last year
- A month ago
- Two years ago

❖ Forming the simple past :

- For regular verb , add (-ed) to the simple form of the verb
 - I visited New Orleans last year .
- For irregular verb , change the verb
 - I went to the movies yesterday
- For negatives , use did not or didn't with the simple form of the verb .
 - She didn't come to class .
- For questions , use did before the simple form of the verb .
 - Did he call you last night ?

❖ The simple past tense :

Affirmative Sentences

Questions

Negative

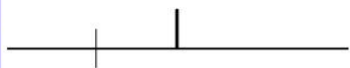
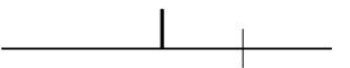
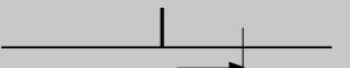
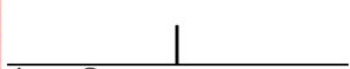
I talked to her last night
When did you talk to her ?
I didn't talk to her .

❖ Spelling of regular verbs



Verb Ending	Ed form
1- Consonants + e change	Add- d Changed
2- Consonants + y Study	Drop -y , add – ied Studied
3- Vowel + y Play	Add – ed only Played
4- One vowel + one consonant Stop	Double the consonant and add –ed stopped
5- Tow vowels + one consonants Clean	Add –ed only Cleaned
6- Tow consonants Return	Add – ed only returned

A VISUAL OVERVIEW OF VERB TENSES

	PAST	PRESENT	FUTURE
SPECIFIC TIME	 She worked yesterday.	SIMPLE  She works every day.	 She will work again tomorrow.
	 She was working at 9 AM this morning.	PROGRESSIVE  She is working right now.	 She will be working at 6 PM tonight.
UNSPECIFIED TIME	 When she retired, she had worked all her life.	PERFECT  So far, she has worked all her life.	 When she retires, she will have worked all her life.
	 When she retired, she had been working for 40 years.	PERFECT PROGRESSIVE  She has been working for 40 years.	 When she retires, she will have been working for 40 years.

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Lecture 7

Practices

Unit 1

Referring to the book Unit 1

Pages 13-34



8 Practice With a partner make five unusual questions with *how often* in the present tense. Then choose a new partner. Ask this new partner your five questions. They should answer each question using a frequency adverb or a time expression.

Example *How often do you eat fish?*

I eat fish once in a while. OR I occasionally eat fish.

9 Error Analysis Each of the following sentences has an error. Find the errors and correct them.

Example Miguel are lost. Miguel is lost.

1. Miguel and Steve is students. _____
2. They does not have class today. _____
3. Does he lives in a dormitory? _____
4. Miguel usually is on time to class. _____
5. He arrives almost never late. _____
6. Miguel always is homesick. _____
7. Steve is interesting in political science. _____
8. Steve haves a family. _____
9. Paolo be from Italy. _____
10. His family here with him. _____
11. They is Italian. _____
12. They comes from Italy. _____

Using What You've Learned



10 Getting to Know You Students living in large cities or attending large universities generally have many places to study and even more places to visit. There are usually facilities such as libraries, sports centers, and museums nearby. Do you have facilities like these nearby? How often do you use these facilities? How often does the person sitting next to you? In pairs, ask one another the following questions.

1. How often do you study at the library? Do you ever check out books?
2. How frequently do you use a computer? How often do you use the Internet? Do you receive new e-mail every day?
3. Do you ever go to watch sporting events? How often do you go?
4. Do you usually bring your lunch to school, or do you buy it at school?

5. How often do you go to a gym? A pool? Do you practice a sport? Which one? Do you play every day?
6. Do you ever go to a museum? How often? Which one?



11 Getting to Know Other Classmates Take this opportunity to get to know more about your new classmates. Make a chart like the one that follows and use it to find classmates with similar backgrounds and interests. Use the following cues to help you to form complete questions.

	Name:	Name:	Name:
Name (What ... ?)			
Age and date of birth (How old ... ? When ... ?)			
Hometown (country) (Where ... ?)			
Native language (What ... ?)			
Reason for studying English (Why ... ?)			
Length of time studying English (How long ... ?)			
Education, major, occupation, plans (What ... ?)			

After you finish, give a brief summary of all the interests you share with other students.

Example *Toshio and I have the same date of birth! Also, both of us play tennis and golf...*

As an alternative, interview someone outside of your class, for example, another student, a teacher, or a friend. Report back to the class about your interview.

12 Describing Yourself What kind of student are you? Tell about yourself by completing the following sentences. Add other information if you like.

I'm a _____ student. I'm _____ late for class. I'm
_____ on time. I _____ do my assignments. I
_____ fail tests. I go out on weekends _____,
and I _____ go out on weeknights. I go to the library
_____.

Part 2 The Present Continuous Tense

Setting the Context



Prereading Questions Is it easy for you to meet people? How do you meet other students at school? Share your ideas and experiences while answering these questions about the picture.

How do new college students feel on their first day? If you want to talk to someone new, what are some things that you can say?

Reading Read the conversation.

Miguel: Hi. My name is Miguel.

Tarik: Hi. I'm Tarik.

Miguel: You look very familiar. Are you living in the dormitory?

Tarik: No, I hate dormitories. I'm staying at a friend's house at the moment. But I'm looking at the newspaper because I need to find an apartment right away.

Miguel: Well, I'm sure I know you from somewhere. Maybe you're in one of my classes. What's your major?

Tarik: I'm majoring in art history. Do you have any courses in art history?

Miguel: No, I'm studying architecture. But I like art history. Hmmm, maybe I'll add an art history class. Which classes are you taking?

Tarik: I'm sorry, Miguel. I'm out of time. I have a class right now and I'm running late. * Call me sometime if you want to chat again.

Miguel: Sure! But when?

Tarik: I'm working tonight. I get home around 9:00.

Miguel: Bye . . .

Tarik: Talk to you later, Miguel. (Tarik disappears through a door.)

Miguel: Wait, Tarik! I don't have your phone number!

*I am running late: I am late.



Discussing Ideas Discuss the questions.

Did Miguel enjoy meeting Tarik? Does he want to chat to him again? Does he have his phone number?

Grammar Structures and Practice

A. The Present Continuous Tense

The present continuous tense is used with these situations:

- activities at the moment of speaking
- activities currently in progress
- plans for the future

Time expressions such as these often appear with the present continuous tense:

- | | | |
|------------------------|----------------------------------|--------------------|
| ■ <i>now</i> | ■ <i>today</i> | ■ <i>currently</i> |
| ■ <i>right now</i> | ■ <i>this week (month, year)</i> | ■ <i>nowadays</i> |
| ■ <i>at the moment</i> | ■ <i>these days</i> | |

1.8 The Present Continuous Tense

Uses	Examples
Activities at the Moment of Speaking	I'm doing my homework now. She's studying at the library.
Activities Currently in Progress	I'm taking math this semester. He's majoring in chemistry.
Plans for the Future	We aren't moving tomorrow. We're moving on Saturday.

1.9 Statements in the Present Continuous Tense

Forms	Affirmative Statements	Negative Statements
Long Forms	I am studying now. She is studying today. They are taking math.	I am not studying now. She is not studying today. They are not taking math.
Contracted Forms	I'm studying now. She's studying today. They're taking math.	I'm not studying now. She isn't studying today. They aren't taking math.

1.10 Yes/No Questions with the Present Continuous Tense

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Am I studying now?	Yes, I am . Yes, you are .	No, I'm not . No, you aren't .
	Is she studying now?	Yes, she is .	No, she isn't .
	Are they studying now?	Yes, they are .	No, they aren't .

Note: See Appendix 3 for spelling rules for the *-ing* ending.

1 Practice Underline all uses of the present continuous tense in the conversation on page 15 and 16. Tell whether the activities are happening at the moment of speaking, are currently in progress, or are plans for the future.

Example Miguel: You look very familiar. Are you living in the dormitory?

2 Review Look at the picture on page 15 and describe what is happening in it. Use the following cues to help you.

Example talk to Tarik *Miguel is talking to Tarik.*
eat Pizza *They are not eating pizza.*

- smile at Miguel
- look at Tarik
- ride a bicycle
- wear backpacks
- carry books
- read a college catalog
- talk to each other
- talk in front of the student union

3 Review Complete the conversation on page 18 with present continuous forms of the verbs in parentheses. Use contractions when possible. Pay close attention to the spelling of the *-ing* forms.

Culture Note

Students in the United States and Canada frequently use bicycles, motorcycles, or buses for transportation. Colleges and universities often limit cars and parking places, so having a car can be difficult and expensive. On the other hand, bicycles, mopeds, and motorcycles are practical and popular.

Daniel: How are your classes going,
(be) (go)
David? 1 (be) you 2 (take) a lot of
different subjects?

David: Well, this semester I 3 (finish) all the basic psychology
courses, so I 4 (take) six classes. I
5 (try) to find a part-time job, too. This afternoon, I
6 (interview) for a job at a psychology lab.

Daniel: You 7 (work) too hard! I 8 (not study) as
much this semester, and I 9 (enjoy) life much more. My
brother and I 10 (play) on a soccer team, and we
11 (learn) about photography. We 12 (plan)
some trips, too. Next weekend, we 13 (visit) some
friends in Chicago.

David: That's great! Maybe next semester I'll take it easy.



4 Review Work in pairs. Take turns asking and answering questions in the present continuous tense using the following cues. Use the example as a model.



Example you / live in the dorm this semester
in an apartment

David: *Are you living in the dormitory this semester?*

Daniel: *No, I'm not. I'm living in an apartment now.*

1. you / take art history this semester
architecture

2. your brother / still major in economics
political science
3. your friends / still learn word processing
web page design
4. your friend / study African history this semester
African languages
5. you / work in the library
computer center
6. your family / come to visit you during winter vacation
during spring break
7. we / have lunch together today
tomorrow
8. your cousin / graduate at the end of winter quarter
spring quarter

B. Nonaction Verbs and the Continuous Tenses

Certain verbs are not normally used in continuous tenses, or they are used only in very specific cases.

1.11 Nonaction Verbs

	Explanations	Examples
Verbs Expressing Feelings, Opinions, or Thoughts appear mean appreciate need be prefer believe recognize dislike remember hate seem know sound like understand	Verbs that express feelings or thoughts are not normally used in continuous tenses. In certain cases, however, <i>mean</i> , <i>need</i> , and <i>want</i> appear in the present perfect continuous.	I don't understand your question. What do you mean ? I want to know. Do you mind explaining it? <i>Compare:</i> I've been meaning to call you. I've been wanting to talk to you about that.
Verbs Expressing Possession belong to own have possess	Verbs that express possession are not normally used in continuous tenses. However, the <i>-ing</i> form is used with <i>have</i> in certain idiomatic expressions.	They own a house. They also have a car. <i>Compare:</i> They're having problems with their car. We're having lunch at 12:30.
Verbs of Perceptions (Senses) hear smell look taste see	Verbs that express perceptions are not normally used in continuous tenses. However, the <i>-ing</i> form is used to express a specific action. <i>Hear</i> and <i>see</i> can also be used in the present perfect continuous tense.	The pizza tastes good. It smells delicious. <i>Compare:</i> I am tasting the pizza now.



5 Practice Complete the conversation that follows with appropriate forms of the verbs in parentheses.

Dormitory Food

Daniel: This food smells awful!
(smell)

David: If you 1 (think) that it 2 (smell) bad, wait until you 3 (taste) it!

Daniel: Why 4 (do) this cafeteria 5 (have) such terrible food? I 6 (remember) the food at the cafeteria at my university at home. It was much better than this. I 7 (not understand)! Why 8 the cook at this dormitory 9 (use / always) so much grease? And, why 10 they 11 (seem) to cook everything too long?

David: Well, if you 12 (not like) greasy, tasteless food, this 13 (not be) the place to eat. Today they 14 (serve) "mystery meat" again. Look! 15 you 16 (see) my friend over there? He 17 (try) to cut the meat with a plastic knife. Good luck!

Daniel: I 18 (not want) to eat here tonight, that 19 (be) for sure! I 20 (get) a stomachache just looking at this food.

David: I 21 (have) an idea. How about going somewhere else?

Daniel: That 22 (sound) like a great idea, especially when I 23 (look) at this food. Say, let's go to the Greek restaurant on College Avenue. They 24 (have) great Mediterranean food, and the prices 25 (be) good. I 26 (be) in the mood for a good salad and some pita bread.

David: Good idea. Better than this!

C. Information Questions

Many information questions ask about the predicate in a sentence—the verb or the words after it. In these questions, the auxiliary verb (*is, are, do, does*) comes before the subject.

1.12 Information Questions in the Present Tense

Question Words	Explanations	Examples
how how long how much how often etc.	Use the appropriate question word (<i>when, where, why, who, whom, etc.</i>) at the beginning. <i>Whom</i> may be used when the situation is formal. The auxiliary verb (<i>is, are, do, does</i>) comes after the question word and before the subject.	Dave lives with Mike in Berkeley . Where does Dave live?
what when which where why who whom		Dave has classes every day . How often does Dave have classes?
		Dave is playing tennis with Mike . Who(m) is Dave playing tennis with?

Some information questions are about the subject. In these cases, the structure is different. The question word takes the place of the subject, and **no** auxiliary verb is used.

1.13 Information Questions in the Present Tense about the Subject

Question Words	Explanations	Examples
what which who	If the answer to the question is the subject of the sentence, just replace the subject with the question word (<i>who, what, which</i>). There is no auxiliary verb. When the subject is a question word, it is always singular. The verb must agree. <i>Note: Use who, not whom, as the subject of a question.</i>	That house is Dave's house. Which house is Dave's house? Someone is in the house. Who is in the house? Dave and Mike are in the house. Who is in the house? Dave and Mike study together. Who studies together?

6 Practice Each of the following sentences has underlined words. Make questions that match the underlined words in the answer.

Example Some students are talking about Miguel.

A. *Who is talking about Miguel?*

B. *Who are some students talking about?*

1. Miguel is studying architecture in the United States.
2. He lives in a dormitory.
3. He plays soccer almost every day.

4. He wants to make some new friends.
5. They are studying in Madison.
6. Miguel and Colin are walking across campus right now.
7. Miguel has an appointment at the foreign student office because he needs to check his visa.
8. The counselors need to talk to him.

7 Practice Miguel has a younger brother. Imagine they are talking now. Use the cues that follow to make questions that Miguel and his brother ask each other.

Miguel's younger brother is named Juan. Juan still lives in Colombia. He is only 16 years old. He isn't in the university yet. He is studying at a high school in Bogotá. Miguel thinks that he should come to the United States to study. Juan wants to visit his brother in Madison. Juan prefers to live in Colombia because he has everything there. He has his school and his friends. In fact, Juan is talking to Miguel about his friends right now.

Example What *What is Miguel's younger brother's name?*

- | | |
|------------|---------|
| 1. Who | 4. Why |
| 2. Where | 5. Who |
| 3. How old | 6. What |

8 Error Analysis Each of the following sentences has an error. Find the errors and correct them.

Example Miguel looking for Tarik's phone number. *Miguel is looking for Tarik's phone number.*

1. Miguel doesn't knows Tarik very well. _____
2. Tarik seem like a nice person. _____
3. He is study art history. _____
4. What is Miguel major in? _____
5. I'm wanting to talk to you. _____
6. Is Tarik stay in an apartment? _____
7. Miguel doesn't study usually in the evenings. _____
8. He think about his family in Colombia a lot. _____
9. Daniel and David off and on see each other. _____
10. When do they having class? _____
11. Why he isn't working now? _____
12. Whom is sitting next to you? _____

Using What You've Learned

9 Expressing Opinions What are your opinions about the food at your school cafeteria or nearby lunch spot? Make at least five original statements using the following verbs: *like, dislike, appear, look, seem, smell, taste*.



10 Talking About Family and Friends Do you have family or friends living in a different country than you are in right now? Discuss the following questions with your partner.

- Which country are they living in? What time is it in that country?
- What are at least five things that one of your family members or friends does every day?
- What is he or she doing right now?



11 Find Somebody Who This exercise has two parts. First make yes/no questions from the following cues. Then go around the classroom. Ask classmates the questions. When a classmate answers yes, write their name and a complete answer to the question. Can you find one student who answers yes to all of the questions?

Example (speaks three languages) *Do you speak three languages? Ali speaks three languages.*

Find somebody who . . .

1. speaks three languages _____

2. usually gets up before 6:00 A.M. _____

3. enjoys homework _____

4. does sport regularly _____

5. often speaks English at home _____

6. is living alone _____

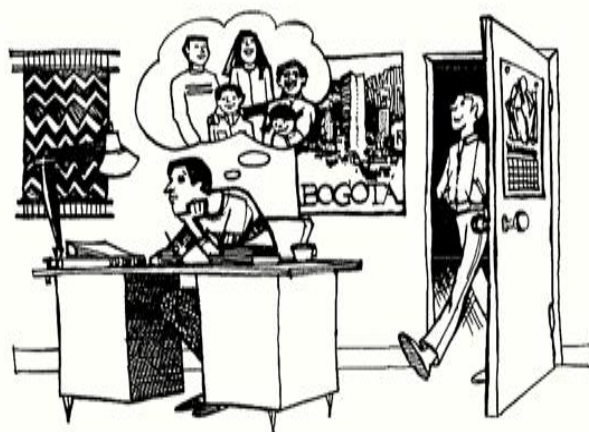
7. does crosswords for fun _____

8. has more than three brothers _____

Part 3

The Simple Past and Past Continuous Tenses

Setting the Context



Prereading Questions Have you ever been homesick? Share your ideas and experiences while answering the following questions about the picture.

Who is the young man in the picture? Where is he? What is he thinking about? How is he probably feeling? What can he do about this problem?

Reading Read the conversation.

Studying Abroad

Over 300,000 international students are studying in the United States, and homesickness is often a problem. Having a friend to talk to is sometimes the best remedy for it.

Tom: Hi, Miguel! How is it going?

Miguel: Well, . . . okay, . . . no, terrible. I was thinking about home, and I was getting a little homesick.

Tom: I know what you mean. I'm homesick, too.

Miguel: You know, a year ago, I was studying at the university. I was really busy. While I was taking classes, I was also working for my father on weekends.

- Tom:** Why did you leave your country, then? Didn't you get a degree there?
- Miguel:** When I won a scholarship to study here, I decided to leave. It was an opportunity. And, of course, I wanted to have the experience of studying abroad. I made the right decision, but sometimes it's hard. Like yesterday. . . My family all went out to a restaurant together. Everyone was there, everyone except for me. So, they were all having a good time there, and I was here feeling sorry for myself.
- Tom:** That's totally normal, Miguel! I'd be homesick, too, and I don't live 3 miles from home.



Discussing Ideas Discuss the questions.

What was Miguel doing a year ago? Why did he leave his country? Are you studying away from home? If so, do you get homesick? If not, imagine that you are—what do you miss the most about your hometown or country?

Grammar Structures and Practice

A. The Past Continuous Tense

The past continuous tense often describes or "sets" a scene. It is used with these:

- activities that were happening or in progress in the recent past
- activities at a specific time in the past
- activities during a period of time in the past

Time expressions such as these often appear with the past continuous tense:

- *just*
- *just a minute (moment) ago*
- *a week (month) ago*
- *at that time*
- *then*
- *at this time last week (year)*
- *in (during) the summer (June, 2003, etc.,)*
- *by winter (March, 2005, etc.)*
- *all day (morning, week, month, etc.)*

1.14 The Past Continuous Tense

Uses	Examples
Activities in the Recent Past	I was watching the news a moment ago.
Activities at a Specific Time in the Past	The announcer was just talking about the fire. John was studying in the library at the time of the fire. At 8:00, he was writing his composition.
Activities During a Period of Time in the Past	My classmates were working on the project all summer. I was doing homework during the morning.

1.15 Statements in the Past Continuous Tense

Affirmative Statements	Negative Statements
I was studying then. She was reading then. They were taking a test.	I was not studying then. She wasn't reading then. They were not taking a test.

1.16 Questions with the Past Continuous Tense

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Was I studying then?	Yes, I was .	No, I wasn't .
	Was she studying then?	Yes, you were .	No, you weren't .
	Were they studying then?	Yes, she was .	No, she wasn't .
		Yes, they were .	No, they weren't .

Note: See Appendix 3 for spelling rules for the *-ing* ending. See pages 407 and 408 for information on verbs that do not normally appear in the continuous tenses. Chapter 7 includes information on the use of the past continuous with *when* and *while*.

1 Review Use the following cues to form sentences with the past continuous tense and various time expressions.

Example a year ago / Miguel / study at the university in his country
A year ago, Miguel was studying at the university in his country.

1. in early 2004 / Miguel / still live in Colombia
2. at that time / he / study at the university
3. he / not work
4. he / live / with his family
5. by June of 2004 / Miguel / live in the United States
6. during the summer of 2004 / Tom / travel in Europe
7. two other friends / travel / with him
8. by the end of the summer / all of them / start to get homesick

2 Review Use the cues to describe the scene of a special evening Miguel had a year ago. Use the past continuous tense in your sentences.

Example last June 12 / my family and I / eat at a seafood restaurant
Last June 12, my family and I were eating at a seafood restaurant.

1. we / sit / at our favourite table
2. my parents / wear / their best clothes
3. I / wear / my best suit
4. we / chat / all through the meal
5. the waiters / smile at us
6. the other diners / enjoy their meals

Suddenly, the waiter brought the bill . . .



3 Practice Use the cues to form questions with the past continuous tense. Then ask the questions to interview a classmate.

Example where / you / live

Where were you living in the summer of 2004?

In the summer of 2004, . . .

1. where / you / live?
2. who / you / live with?
3. you / study? Where?
4. you / work? Where?
5. you / travel? Where?
6. what sports or hobbies / you / interested in?

Finally, tell the class about your partner.

Example *In the summer of 2004, Eric was living in Cairo, Egypt. He was living with his family. He wasn't traveling or studying. He was working in a travel agency and getting ready to come to the United States to study English.*

4 Practice Tom is complaining that nothing in his life ever changes. Use the following cues to compare past and present activities in Tom's life.

Example study chemistry

A year ago, I was studying chemistry, and I'm still studying chemistry.

*My life was really boring.
It still is.*

1. take lots of science classes
2. try to decide on a major
3. live in the dormitory
4. save money for a car
5. think about buying a new computer



6. look for a part-time job
7. plan to learn French
8. do all those things

5 Practice What were you doing a year ago? Is your life basically the same, or has it changed? Give original sentences comparing your situation then to your situation now.

Example A year ago, I was studying English, and today I'm still studying English.
A year ago, I was living in Tokyo, but now I'm living in Canada.

B. The Simple Past Tense

The simple past tense describes actions or situations that began and ended in the past. Time expressions such as these often appear with the simple past tense:

- yesterday
- the day before yesterday
- three (four, etc.) days ago
- last week (month, year, etc.)
- a week (month, year, etc.) ago

1.17 The Simple Past Tense

Uses	Examples
Past Actions	I studied at a Japanese university for three years. I got a scholarship a year ago.
Past Situations	He enjoyed most of his classes. He didn't like math.

1.18 Statements with the Simple Past Tense

Affirmative Statements	Negative Statements
I studied for an hour. It worked yesterday. He took math.	I did not study . It didn't work yesterday. He did not take math.

1.19 Questions with the Simple Past Tense

	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Did I have classes tonight? Did it work yesterday? Did they take math?	Yes, I did . Yes, it did . Yes, they did .	No, I didn't . No, it didn't . No, they didn't .

Note: See Appendix 3 for spelling rules for the -ed ending. See Appendix 2 for a list of irregular past verbs. Chapter 7 includes information on the use of the simple past tense with *when* and *while*.

6 Review Miguel's friend, Tom, is from the Midwest region of the United States. Write a little about Tom's life by forming complete sentences with the following cues. Pay careful attention to the spelling and pronunciation of the verb endings.

Example Tom / enjoy his childhood a lot
Tom enjoyed his childhood a lot.

1. Tom / live with his parents until college
2. Tom / attend a public high school
3. he / play many sports in high school
4. he / work in a restaurant during high school
5. he / save money from his job
6. Tom / travel a lot during high school
7. he / apply to three universities
8. Tom / want to study business
9. he / decide to go to a large, public university
10. he / hope to get a scholarship

7 Practice Miguel is a Colombian studying at a large U.S. university. Tell about Miguel's life by forming complete sentences with the following cues.

Example Miguel / grow up in Colombia
Miguel grew up in Colombia.

1. his parents / grow up in Yopal
2. they / move to Bogotá in 1970
3. they / have six children
4. Miguel / go to a bilingual school
5. he / become fluent in English
6. he / begin university studies in Bogotá
7. he / take a test for a scholarship
8. Miguel / got the scholarship
9. he / choose to study architecture in the United States
10. he / leave Colombia to complete his education



8 Practice Interview a classmate about their experiences in high school. Write questions beginning with *Did*. Then ask your partner the questions. Finally, write complete sentences about your partner.

Examples *Did you take calculus in high school?*
Did you ever fail a class?
Did you study English?
Did you study any other language?

Alan didn't take calculus in high school. He never failed a class. He studied English for four years. He also studied French for two years.

9 Practice Fill in the blanks using the words in parentheses. Use the simple past or past continuous forms of the verbs.

Jim: What were you doing two hours ago?
 (do)

Bill: I , of course. It was only 6:30 A.M.!
 1 (sleep)

Jim: you the earthquake?
 2 3 (feel)

Bill: Earthquake! No! I anything. I
 4 (not feel) 5 (not know)
 there was an earthquake. I about it on the news.
 6 (not hear)

Jim: Well, there was. I it. It at
 7 (feel) 8 (start)
 exactly 6:38. I my exercises at the time. Suddenly
 9 (do)
 the floor to move. It for
 10 (start) 11 (last)
 about fifteen seconds.

Bill: you any damage in your
 12 13 (have)
 apartment?

Jim: No. I guess it a very big earthquake.
 14 (not be)

Bill: you afraid?
 15 (be)

Jim: No. To tell you the truth, I it!
 16 (enjoy)

C. Information Questions in the Simple Past and Past Continuous

Many information questions ask about the predicate in a sentence—the verb or the words after it. In these questions, an auxiliary verb is used before the subject.

1.20 Information Questions in the Simple Past and Past Continuous

Question Words	Explanations	Examples
how how long how much how often	In most information questions, the auxiliary verb (<i>was, were, did</i>) comes before the subject. Use the appropriate question word (<i>when, where, why, who, whom, etc.</i>) at the beginning. <i>Whom</i> may be used when the situation is formal.	Bill was sleeping at 6:30. What was Bill doing at 6:30? Jim felt the earthquake at 6:38. When did Jim feel the earthquake ? Then he called his mother . Who(m) did he call ?

Some information questions are about the subject. In these cases, the structure is different. The question word takes the place of the subject, and **no** auxiliary verb is used.

1.21 Information Questions about the Subject in the Past and Past Continuous

Question Words	Explanations	Examples
what which who	If the answer to the question is the subject of the sentence, just replace the subject with the question word (<i>who, what, which</i>). There is no auxiliary verb. When the subject is a question word, it is always singular. The verb must agree. <i>Note: Use who, not whom, as the subject of a question.</i>	Someone was in the house. Who was in the house ? Dave and Mike were working. Who was working ? Dave and Mike studied together. Who studied together ?

10 Practice The last activity talks about Jim's feelings during an earthquake. In this activity, the sentences talk about how other people reacted to the earthquake. Each of the following sentences has an underlined word or phrase. Make a question that matches the underlined word or phrase.

Example Jim called Bill in the morning.
When did Jim call Bill?

1. Bill didn't know about the earthquake.
2. He was sleeping when it hit.
3. Fede was at home at 6:30 A.M.
4. He was having breakfast with his father.
5. He felt the floor moving.
6. He jumped under the table.
7. Bill's father was eating pancakes.
8. He noticed the house shaking.
9. He wasn't frightened because he has been in many earthquakes.
10. He finished breakfast.



11 Practice In the last activity we learned that earthquakes don't bother Bill's father very much. However, several other unusual things happened to him the same week. In pairs, use the past continuous to ask and answer questions about *what he was doing*. Then use the simple past to ask and answer questions about *what he did* when these things happened. You will have to use your imagination to answer the questions.

Example Lightning hit his house.

A. *What was he doing when lightning hit his house?*

B. *He was watching TV.*

A. *What did he do then?*

B. *He checked the house for damage.*

- | | |
|---------------------------|---------------------------|
| 1. His car alarm started. | 4. The heater broke. |
| 2. A cat bit him. | 5. The lights went out. |
| 3. It started to snow. | 6. He saw a car accident. |

D. Used To

Used to + simple form of the verb describes activities or situations that were true or happened regularly in the past but that no longer exist now.

Frequency adverbs and time expressions such as these often appear with *used to*:

- | | | |
|-----------------|---------------------|--|
| ■ <i>always</i> | ■ <i>frequently</i> | ■ <i>every day (week, month, etc.)</i> |
| ■ <i>often</i> | ■ <i>usually</i> | |

1.22 Used To

Uses	Examples	
	Affirmative	Negative
Past Situations	I used to live in a small town. (Now I live in a big city.) I used to study every night.	I did not (didn't) use to live in a small town. I lived in a city. I did not (didn't) use to study .
Past Habits	My family used to rent a cabin every summer. (We don't anymore.) He used to work every Friday.	My family did not (didn't) use to rent a cabin every summer. We stayed in a house. He did not (didn't) use to work .
Repeated Actions in the Past	He often used to play tennis on Monday. (Now he plays on Tuesday.)	He didn't use to play tennis on the weekends.

1.23 Questions with Used To

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Did you use to study every night? Did he use to work every weekend?	Yes, I did . Yes, he did .	No, I didn't . No, he didn't .
Information Questions	Where did he use to work ? How often did he use to work late?	At the mall. Once or twice each week.	

12 Practice Imad is a freshman in college. The sentences that follow tell about life when he was in high school. Restate the sentences with *used to*.

Example In high school, Imad wore a uniform to school every day.
Imad used to wear a uniform to school every day.

- When he was in high school, Imad lived at home with his parents.
- He had his own room.
- He didn't have a lot of homework.
- He had a lot of time to read books and talk on the phone with his friends.
- His father woke him up for school every morning.
- His mother helped him with his chemistry homework.
- He and his friends spent a lot of time at the sports center.
- He didn't have to take responsibility for himself.

Lecture 8
Practices
Unit 1
Referring to the book Unit 1
Pages 34-46

13 Practice Now talk about your own life in high school. Use the sentences in Activity 12 as a model. You may add sentences to make your writing more interesting.

Example When he was in high school, Imad used to live at home with his parents.
He used to have his own room.

When I was in high school, I used to live at home with my parents. I didn't use to have my own room. In fact, I had to share a room with my two younger brothers!



14 Practice Use the cues below to form questions with *used to*. Then use the questions to interview a classmate about what they used to do during the summer when they were younger.

Example go to the beach every day

A. *Did you use to go to the beach every day during the summer?*

B. *No, I didn't use to go to the beach, but I used to go swimming at the public swimming pool all the time.*

1. go to the mountains
2. see a lot of football games
3. read a lot of books
4. watch a lot of TV
5. visit your relatives in other cities
6. travel with your family
7. study a lot
8. spend a lot of time with your friends

15 Practice Complete the following e-mail with the simple present, simple past, present continuous, or past continuous forms of the verbs in parentheses.

To: momanddad@family.email.com
From: miguel24@madisonemail.com
Date: Saturday, September 10, 2006
Subject: Hi!

Madison
September 10

Dear Mom and Dad,

I miss all of you, and I hope every
(miss) 1 (hope)
thing is fine at home.
2 (be)

Let me tell you about my first few days. I _____ in
 Madison three weeks ago. At that time, it _____ a lot.
 My first few days _____ very good because I
 _____ depressed and homesick. I immediately
 _____ a lot of things that _____ new to
 The students, especially, _____ so different from student
 home. Students here _____ very casual clothing, and the
 _____ some students who _____ school
 seriously. To give you an idea, I'll describe one situation. Last Monday I
 _____ in the library. I _____ hard to con-
 strate, but several students around me _____ and some
 _____ . I _____ upset. But then I
 _____ them to be quiet, and they _____
 nice about it.

Now I _____ that at first I _____ just too
 nervous about going to school in a new country. Now I _____
 to enjoy my life here. It _____ autumn, and the leaves on
 trees _____ color. Right now, some students
 _____ football—American football—outside. Yesterday,
 friend Tom _____ me to play with them, and I
 _____ two touchdowns! But we _____ ar-
 This _____ all for now. I _____ to st-
 My teachers _____ us a lot of homework.

Love,
 Miguel

16 Error Analysis Each of the following sentences has an error. Find all the errors and correct them.

Harry swimming yesterday at two o'clock. Harry was swimming yesterday at 2:00.

1. Miguel didn't wrote to his friend. _____
2. He was study yesterday at 6 P.M. _____
3. John was calling 911 when he saw the car accident. _____
4. He watched TV when the lightning hit his house. _____
5. What he was doing at that time? _____
6. When he called the police? _____
7. I am liking this class. _____
8. I listen rarely to the news. _____
9. Does his neighbors make a lot of noise? _____
10. I was wanting a cup of coffee at 3:00 yesterday. _____

Using What You've Learned

17 Story Telling Go back to Activity 2 on pages 27 and 28. Write a story about what happened to Miguel and his family in the restaurant after the waiter brought the bill. You can begin like this:

Example *On June 12, Miguel and his family were eating at a seafood restaurant. They were sitting at their favorite table. Miguel's parents were wearing. . . Miguel was wearing. . . They were chatting all through the meal. However, suddenly, the waiter brought the bill. . .*



18 Sharing Memories Do you have special memories from your childhood? For example, your memories may be of the place where you grew up, the friends that you used to play with, or the games that you used to play. Choose one special memory and describe it in a short composition. Write at least five sentences. Then work in small groups and take turns telling your stories.

Example *When I was a child, we used to play outside a lot during the winter. We loved the snow, and we used to build igloos and forts and slides. One winter, we built a very long slide down the hill behind our house. All of us remember that slide very well because while my brother was going down the slide, he hit a tree. . .*



19 Describing Schools Sit with three other classmates and tell one another about the similarities and differences between the school you are attending now and the school you attended. You may also talk about your personal experiences at both schools. A few discussion points are listed below, but feel free to add to the list:

- the types of schools (for example, a high school versus an intensive English program)
- the types of students
- the number of hours of instruction per week
- subjects taught
- homework, tests
- relationship between students and teachers
- your purpose in attending both schools
- your success

Part 4

The Simple Future and Future Continuous Tenses

Setting the Context



Prereading Questions Discuss the questions.

Have you ever taken a lecture class? Are your classes primarily lectures or small group discussions? Share your ideas and experiences while answering the following questions about the picture. Who is the man at the front of the room? What kind of a class is this, and what are these students going to learn?

Reading Read the passage.

Web Page Design

"Good morning. This is Web Page Design. My name is Professor Andrews, and I will be your instructor for this course. Tomorrow I am going to introduce the two teaching assistants who will be teaching the discussion sections and helping to grade the assignments throughout the semester.

"This course focuses on the design and creation of web pages. For the first two weeks, we will be evaluating pages that already exist. Then you'll begin to design your own pages. During the final eight weeks, you'll be creating your own web pages and posting them on the Internet.

"There will be a midterm and a final. However, most of your grade will depend on the quality of your pages. It's not easy to get an A, but it's not impossible either. And don't worry. I'll help you through every step and so will the TAs.

"Are there any questions before we begin?"



Discussing Ideas Discuss the questions.

What is a lecture? What is a discussion section? What is a teaching assistant? Do you have TAs in any of your courses? What will they be teaching?

Grammar Structures and Practice

A. *Be Going To*

Be going to + verb often expresses specific future plans or intentions. It is common in conversation and often sounds like "gonna" or "gunna."

Time expressions such as these often appear with *be going to*:

- | | | |
|-----------------------------|--|--|
| ■ <i>later</i> | ■ <i>tomorrow</i> | ■ <i>this afternoon (evening, weekend, etc.)</i> |
| ■ <i>after (in) a while</i> | ■ <i>next Friday (week, month, etc.)</i> | |

1.24 Be Going To

Uses	Examples
Future Plans	I'm going to study tonight. He's going to help me with my work.
Future Intentions	I'm going to take math this semester. He's going to major in chemistry. We aren't going to move tomorrow. We're going to move on Saturday.

1.25 Statements with Be Going To

Forms	Affirmative Statements	Negative Statements
Long Forms	I am going to study tonight. He is going to work tonight. They are going to leave soon.	I am not going to study tonight. He is not going to work tonight. They are not going to leave soon.
Contracted Forms	I'm going to study tonight. He's going to work tonight. They're going to leave soon.	I'm not going to study tonight. He isn't going to work tonight. They aren't going to leave soon.

1.26 Yes/No Questions with Be Going To

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Am I going to study tonight? Is he going to work tonight? Are they going to leave soon?	Yes, I am. Yes, you are. Yes, he is. Yes, they are.	No, I'm not. No, you aren't. No, he isn't. No, they aren't.

1 Review Use *be going to* with the following cues to ask your teacher questions about your English course. Then ask your teacher at least five additional questions about plans for this quarter or semester.

Example you / assign homework every night

Are you going to assign homework every night?

1. we / finish this book
2. we / have many tests
3. you / give homework on the weekends
4. the class / take any field trips

5. we / have any class projects
6. there / be any guest speakers
7. we / see documentaries in class
8. you / correct our grammar mistakes

B. The Simple Future Tense

Like *be going to*, the simple future tense expresses future intentions.

- In some cases, *will* and *be going to* are interchangeable. However, *will* (not *going to*) is normally used to express offers, predictions, promises, and requests.
- In spoken English, the contracted forms are common.

Time expressions such as these often appear with the simple future tense:

- *tomorrow*
- *from now on*
- *next Friday (week, month, etc.)*
- *in the future*

1.27 The Simple Future Tense

Uses	Examples
Intentions	I'll work much harder from now on.
Offers	Ali will find some books for you.
Predictions	I'll get better grades next semester.
Promises	I'll do a better job next time!
Requests	Will you help me with my work?

1.28 Statements in the Simple Future Tense

Affirmative Statements	Negative Statements
I will study a lot this year.	I will not study a lot this year.
It will work very well.	It won't work very well.
They will take math next term.	They won't take math next term.

1.29 Yes/No Questions with the Simple Future Tense

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Will I have classes tonight? Will it work ? Will they take math ?	Yes, I will . Yes, it will . Yes, they will .	No, I won't . No, it won't . No, they won't .

Note: Chapter 6 includes information on the use of the simple future with *if*, *unless*, *when*, and other conjunctions.

2 Review When students begin a new quarter or semester, they usually have intentions to study a lot, to get good grades, and so forth. List four things that you do this semester, and then list four things that you won't do. You may use the folk cues or form your own sentences.

Examples *I'll study every night.*
I won't go to football games during the week.

- | | |
|--|-------------------------------------|
| ■ go to the language lab every week | ■ visit my professors during office |
| ■ spend time at the library | ■ do my homework at the last min |
| ■ study my notes after every lecture | ■ turn assignments in late |
| ■ wait until the last minute to begin studying for exams | ■ fall asleep in class |



3 Review Parents always worry when their children go away to school. In pairs take turns asking and answering this worried mother's questions. You may give short or long answers.

Example study hard
A. *Will you study hard?*
B. *Yes, Mom, I'll study very hard.*

- | | |
|-------------------------------|----------------------------------|
| 1. get plenty of sleep | 6. ask a lot of questions |
| 2. eat well | 7. send us postcards |
| 3. go to bed early | 8. phone once a week |
| 4. do all of your assignments | 9. let us know if you need money |
| 5. be polite in class | 10. take good care of yourself |

4 Practice Complete the following sentences with *will* or *be going to*. Be ready to explain your choices.

Example Miguel is going to attend (attend) a lecture this weekend.

- I _____ (take) this box of books to my car.
_____ you _____ (help) me?
- My grades were terrible last year. I promise that I _____
(work) harder this semester.
- _____ you _____ (help) me with my assignment?
- _____ you _____ (help) him with his assignment?

5. A: What _____ you _____ (do) tonight?

B: I _____ (study) at the library.

A: I'd like to do that, too, but I don't have a car. _____ you
_____ (give) me a ride?

6. You look cold. I _____ (get) you a coat.

7. A: _____ you _____ (quit) your job?

B: I want to quit, but I don't have enough money. _____ you
_____ (lend) me \$10,000?

A: I don't think I heard you correctly. _____ you
_____ (say) that again?

5 Practice Robert is having trouble in his history class. He decides to visit his teacher in the office. Fill in the blanks that follow with *will* or *be going to* plus the verbs in parentheses. In some cases, both forms are correct. Use contractions when possible.

Robert: I got a D on the last exam. Do you have time to talk to me about it?

Teacher: I _____ *will be* _____ in my office on Wednesday afternoon from
(be)
1:00 to 4:00. Come by then, and I _____ your test
1 (go over)
with you. Okay?

Robert: Thanks. I _____ there around 1:30.
2 (be)

Robert: (Later . . .) I don't understand what's wrong with my answer to
question number two. _____ you _____
3 4 (explain)
it to me?

Teacher: Let's see. Well, you didn't answer the question completely. The
question says to tell what happened and list the reasons. You didn't talk
about the reasons.

Robert: I see. Well, on the next test I _____ the questions
5 (read)
more carefully. And next time, I _____ studying at 11
6 (not start)
o'clock on the night before the test.

Teacher: You sound very motivated to improve, Robert. I'm sure that you
_____ a better grade on the next test.
7 (get)

C. The Future Continuous Tense

The future continuous tense normally describes actions that will be in progress in future. This means that they will begin before, and perhaps continue after, a specific time in the future.

Specific time expressions such as these often appear with the future continuous tense.

- at (by) 3:00 (noon, midnight, etc.)
- at (by) that time
- at (by) this time tomorrow (next week, etc.)
- the day after tomorrow
- the week after next
- a week (month, etc.) from today

1.30 The Future Continuous Tense

Uses	Examples
Actions in Progress in the Future	At this time tomorrow, I'll be taking a test. Will you be taking the test, too? A week from today, we'll be flying home.

1.31 Statements in the Future Continuous Tense

Affirmative Statements	Negative Statements
I will be studying all weekend. It will be working by noon. We will be taking the exam on Monday.	I will not be studying all weekend. It won't be working by noon. We will not be taking the exam on Monday.

1.32 Questions with the Future Continuous Tense

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Will I be studying there? Will it be working by noon? Will we be taking the exam then?	Yes, I will . Yes, it will . Yes, we will .	No, I won't . No, it won't . No, we won't .

Note: See Appendix 3 for spelling rules for the *-ing* ending. See page 20 for a list of verbs that do not normally appear in the continuous tenses.

6 Practice Underline all uses of the future continuous tense in the passage "Web Page Design" on page 39. Pay attention to the time expression used in each case.

Example Tomorrow I am going to introduce the two teaching assistants who will be teaching the discussion sections and helping to grade the assignments throughout the semester.

7 Practice Robert wants to make another appointment to see his history teacher in his office. Unfortunately, he is very busy. Use the cues to make sentences using the future continuous tense.

Example Wednesday / noon to 4 P.M. / work with ESL students
On Wednesday from noon to 4 P.M. he'll be working with ESL students.

1. Monday / teach all morning
2. Monday from 12 to 1 P.M. / have lunch with the chairman of the history department
3. Monday afternoon / write a report
4. Tuesday / teach from 9 to 11 A.M.
5. Tuesday / observe a student teacher from 11 to 12:30 P.M.
6. Tuesday from 1 to 3 P.M. / attend a faculty meeting
7. Tuesday / write an exam from 3 to 5 P.M.
8. Wednesday / attend meetings until noon.

D. Information Questions with *Will* and *Be Going To*

Information questions with *will* and *be going to* are formed as shown on page 46. Like other information questions about the subject, information questions about the subject using *will* and *be going to* are different in structure.

1.33 Information Questions with <i>Will</i> and <i>Be Going To</i>		
Question Words	Explanations	Examples
how how long how much how often etc.	what when which where why who whom In most information questions, the auxiliary verb (<i>am, is, are, will</i>) comes before the subject. Use the appropriate question word (<i>when, where, why, who, whom, etc.</i>) at the beginning. <i>Whom</i> may be used when the situation is formal.	Pam is going to finish her project at 6:00. What is Pam going to finish? Keesia will be leaving at 7:00 A.M. When will Keesia be leaving? He will be traveling with Tom. Who(m) will he be traveling with?

1.34 Information Questions about the Subject with *Will* and *Be Going To*

Question Words	Explanations	Examples
who	If the answer to the question is the subject of the sentence, just replace the subject with the question word (<i>who</i> , <i>which</i> , <i>what</i>). There is no auxiliary verb.	Someone is going to help you. Who is going to help me?
which		Tom will be arriving at 8:00 P.M. Who will be arriving at 8:00?
what	When the subject is a question word, it is always singular. The verb must agree. <i>Note:</i> Use <i>who</i> , not <i>whom</i> , as the subject of a question.	The flight from Atlanta will arrive on time. Which flight will arrive on time? Something important will happen. What will happen?

8 Practice Each of the following sentences has one or more underlined word. Make one or more questions that match the underlined words.

Example Robert is going to study this weekend.

A. *Who is going to study this weekend?*

B. *What is Robert going to do this weekend?*

- Robert is going to be in the library all weekend.
- He will be working on his history homework.
- The students in his class are going to hand in term papers on Monday.
- This weekend, many of the students will be in the computer lab.
- The students will be typing their papers.
- Robert will only take a break at 6:00 for dinner.
- He will still be researching his topic.
- He will feel very happy if he passes this class.



9 Practice With a partner, take turns interviewing one another about your schedules for the rest of this week. Ask at least eight questions.

Examples *What will you be doing at 6 A.M. tomorrow?*

Will you be working in the library on Saturday?

Are you going to go to a football game Saturday afternoon?

Lecture 9

Count and Noncount nouns

NONCOUNT NOUNS

Whole groups or whole masses.

Furniture, coffee and sugar.

Abstract concepts.

Love, wisdom, spirituality.

Phenomenon of Nature

Sunshine, rain, snow.

SOME COMMON NONCOUNT NOUNS

Whole groups made up of similar items

السوائل Fluids

المواد الصلبة Solids

الغازات Gases

الجسيمات Particles

تجريدية Abstractions

اللغات Languages

مجالات الدراسة Fields of Study

تسلية Recreation

أنشطة Activities

الظواهر الطبيعية Natural Phenomena

الاسماء العامة **Generic Nouns**

Articles are used to make generalizations.

A is used for singular nouns

A banana is yellow.

An umbrella

An egg

O is used for plural nouns and noncount nouns

O Bananas are yellow.

O Fruit is good for you.

Indefinite Nouns :

Singular	I ate a banana.
Plural count noun (two, a few, several)	I ate some bananas.
Non count noun (a little, a lot of)	I ate some fruit.

Definite Nouns :

<i>The banana</i> I ate this morning was delicious.	Singular
I got <i>the apples</i> from the tree.	Plural
<i>The fruit</i> from that market is inexpensive.	Noncount

Expressions of Quantity for Count nouns

واحد One

كل Each

كل Every

الخ 2,3 Two, three, etc.

زوجان من A couple of

القليل من A few

كثير Many

عدة Several

هناك عدد من A number of

Expressions of quantity for non-count nouns

قليلا A little

كثيرا Much

هناك قدر كبير من A great deal of

Expressions of quantity for both count and non-count nouns

no

Some/any

A lot of/lots of

الكثير من Plenty of

Most

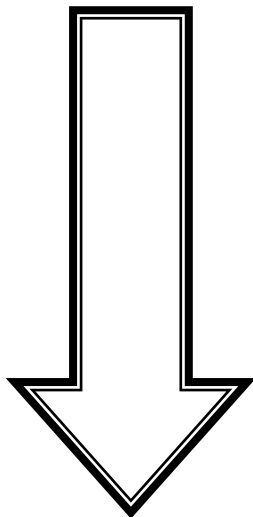
All

Negative vs. Positive

She has <i>few</i> friends.	She made <i>a few</i> friends.
I have <i>little</i> money.	I saved <i>a little</i> money.

Go to the book pp. 57

Page 96 important



Grammar Structures and Practice

A. Introduction to Count and Noncount Nouns

A noun can be a person, place, thing, idea, emotion, or quantity. There are two basic noun groups:

- Count nouns—those you can count
- Noncount nouns—those you cannot count

Here are some examples of each kind.

2.1 Noun Groups

Noncount Nouns	Count Nouns		Count Nouns with Irregular Noun Plurals			
	Singular	Plural	Singular	Plural	Singular	Plural
air	book	books	child	children	person	people
economics	box	boxes	deer	deer	series	series
furniture	city	cities	fish	fish	sheep	sheep
news	class	classes	foot	feet	species	species
rice	key	keys	goose	geese	tooth	teeth
traffic	student	students	man	men	woman	women
water			mouse	mice		
			ox	oxen		

Note: See Appendix 3 for spelling rules for -s endings.

1 Review Write the plural forms of these count nouns.

Example wish wishes

- | | |
|-----------------|------------------|
| 1. watch _____ | 12. monkey _____ |
| 2. bus _____ | 13. loaf _____ |
| 3. woman _____ | 14. box _____ |
| 4. shelf _____ | 15. tree _____ |
| 5. person _____ | 16. tomato _____ |
| 6. thief _____ | 17. city _____ |
| 7. tooth _____ | 18. piano _____ |
| 8. radio _____ | 19. ferry _____ |
| 9. child _____ | 20. subway _____ |
| 10. mouse _____ | 21. brush _____ |
| 11. ski _____ | 22. studio _____ |

B. A, An, and Some

A, an, and some show the number of something.

- *A* or *an* with a singular count noun means "one" or refers to a person or thing that is not specific.
- The article *a* comes before a consonant sound.
- *An* comes before a vowel sound.
- *Some* often appears with plural nouns.

2.2 A, An, and Some

Structure	Explanations	Examples
Singular Nouns	<i>A</i> or <i>an</i> with a singular count noun means "one" or refers to a person or thing that is not specific. The article <i>a</i> comes before a consonant sound. <i>An</i> comes before a vowel sound.	I have a car . Is there a house for rent nearby? There is an apartment above the store. It takes him an hour to get to work.
Plural Nouns	<i>Some</i> often appears with plural nouns.	They don't have cars . Are there some houses for sale around here? There are some apartments next door. It sometimes takes hours to get home.

2 Review Add *a, an, or some* to the following list. Remember that *a* comes before a consonant sound and *an* comes before a vowel sound.

Example _____ *a* _____ skyscraper

- | | |
|--------------------|----------------------|
| 1. _____ house | 11. _____ condon |
| 2. _____ apartment | 12. _____ shopping |
| 3. _____ people | 13. _____ museum |
| 4. _____ elevator | 14. _____ gallery |
| 5. _____ tunnels | 15. _____ honest |
| 6. _____ taxis | 16. _____ offices |
| 7. _____ island | 17. _____ computer |
| 8. _____ airport | 18. _____ headache |
| 9. _____ hour | 19. _____ building |
| 10. _____ bridge | 20. _____ university |

3 Practice Complete the following conversation with the appropriate singular or plural forms of the nouns in parentheses. Include *a* or *an* if an article is necessary.



Agent: Could I help you?

Ned: Yes, I'm looking for an apartment (apartment). Is it possible to find
1 (apartment) or 2 (studio) for under \$800
3 (month) ?

Agent: Well, I occasionally have 4 (apartment) that rents for less than
 \$1000 5 (month). Right now I have 6 (townhouse)
 available on the east side. It is renting for \$980 a month plus
7 (utility). And I often have 8 (studio)
 available. In fact, right now there is 9 (studio) downtown
 for \$875. It's in 10 (eight-story building) with good security. It's
11 (very nice place) with 12 (large kitchen), and it's in
13 (interesting neighborhood).

Ned : Let me think about it and call you tomorrow. Thanks.

4 Practice Complete the following passage with *a*, *an*, or *some*.

Getting Settled in a New City

Finding _____ *a* _____ good place to live in _____ ¹ new cities can be difficult. _____ ² cities have plenty of reasonably priced _____ ³ apartments and houses, but others don't. In that case, finding _____ ⁴ apartment or _____ ⁵ house can be very difficult unless you have lots of money to spend on rent. Price isn't the only _____ ⁶ newcomer should think about, though. _____ ⁷ other considerations are finding _____ ⁸ safe neighborhood, close to _____ ⁹ bus or _____ ¹⁰ subway line, and having _____ ¹¹ grocery store or _____ ¹² laundromat nearby. If you _____ ¹³ have _____ ¹⁴ friends in the new city, you are _____ ¹⁵ person. Your friends can probably give you _____ ¹⁶ idea of the best _____ ¹⁷ places to start looking. If you don't have friends yet, get advice from _____ ¹⁸ people you can trust.

C. Count Nouns with *There + Be*

You can form statements and questions with *there + be* (*there is / are, was / were, has / have, is / are, was / were, has / have been*). When *there* begins a sentence, the verb agrees with the noun that follows it.

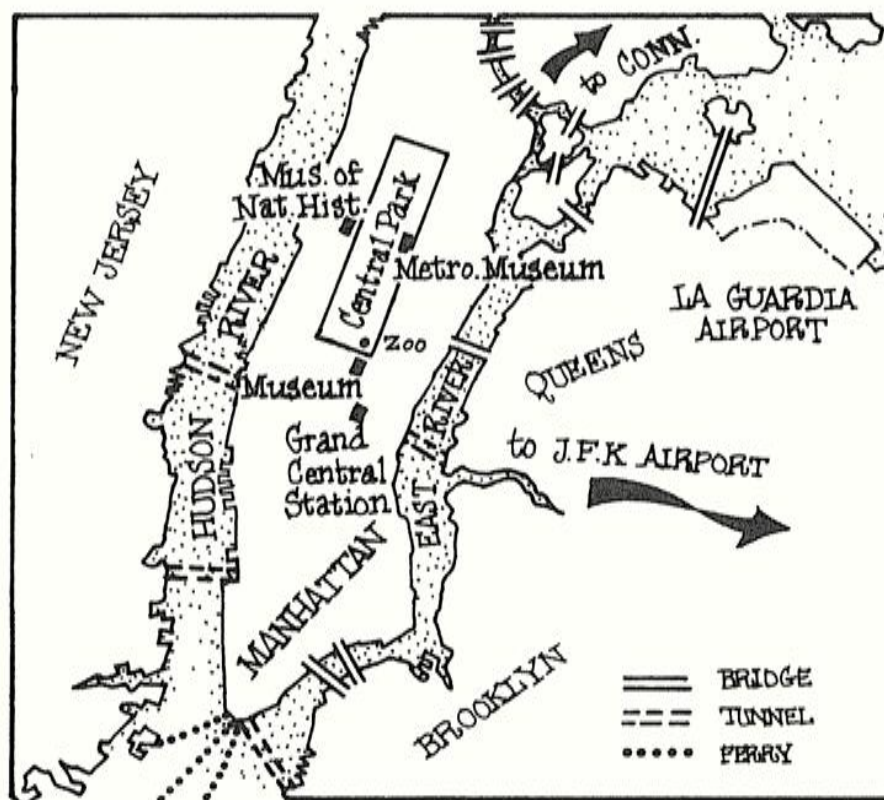
2.3 Statements with *There + Be*

Forms	Affirmative Statements	Negative Statements
Long Forms	There is an island in the river. There are islands in the river.	There is no tunnel to Connecticut. There are no tunnels to Connecticut.
Contracted Forms	There's an island.	There isn't a tunnel. There aren't tunnels.

2.4 Yes/No Questions with *There* + *Be*

Structure	Questions	Possible Answers	
		Affirmative	Negative
Yes/No Questions and Short Answers	Is there a bridge across the East River? Are there bridges across the East River?	Yes, there is . Yes, there are .	No, there isn't . No, there aren't .

5 Practice Form complete sentences by using *there is* + *a / an* or *there are* with the following listed items. (Use the map to help you.)



Example ferries to Manhattan

There are ferries to Manhattan.

- several tunnels to New York City
- large park in Manhattan
- museum in Central Park
- two museums near Central Park
- two large airports in New York City
- island in the East River
- several bridges across the East River
- two rivers around Manhattan
- zoo in Central Park
- train station in Manhattan

D. *Any, Some, and A Lot Of*

Any, some, and a lot of are often used with count nouns. They are also used with r count nouns.

2.5 *Any, Some, and A Lot Of*

Structures	Explanations	Examples
Singular Nouns	<i>Any</i> can appear with singular count nouns. <i>Any</i> is often used in questions and in negative statements.	Is there any apartment for rent now? There isn't any house for rent nearby.
Plural Nouns	<i>Any</i> can appear with plural count nouns. <i>Some</i> and <i>a lot of</i> can appear with plural count nouns.	Are there any houses for sale nearby? There aren't any apartments available now. Are there some (a lot of) houses for sale around here? There are some (a lot of) apartments nearb



6 Practice In pairs, ask and answer questions about the map of New York City page 61. Use *any* in your questions and *some* or *not any* in your responses.

Example ferries to Manhattan

A. *Are there any ferries to Manhattan?*

B. *Yes, there are some. In fact, there are three.*

- | | |
|-----------------------------------|---------------------------------|
| 1. tunnels to New Jersey | 6. museums in Manhattan |
| 2. bridges to New Jersey | 7. rivers around Manhattan |
| 3. ferries to Brooklyn | 8. islands in the Hudson River |
| 4. airports in Manhattan | 9. parks in Manhattan |
| 5. tunnels under the Hudson River | 10. train stations in Manhattan |

7 Practice Complete the following conversation with either *is* or *are*.

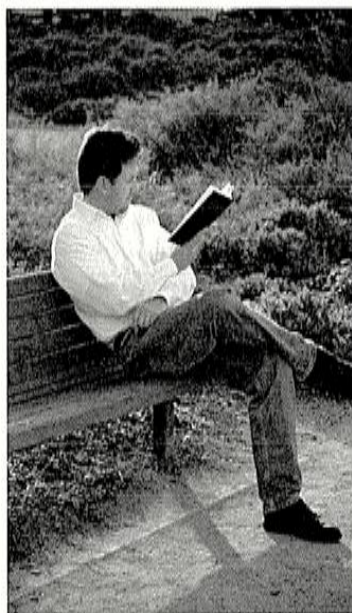


Ned: Hello, I talked to you yesterday about rentals. _____ /s_____ there still a townhouse for rent?

Agent: Yes, there _____ 1 _____. There _____ 2 _____ two bedrooms. The townhouse has two floors. Upstairs there _____ 3 _____ a full bath, and downstairs there _____ 4 _____ a half bath. There _____ 5 _____ four closets, but there _____ 6 _____ a very small kitchen. In the kitchen, there _____ 7 _____ only two cupboards and one large cabinet. The rent _____ 8 _____ \$980 dollars a month. Utilities _____ 9 _____ not included. Would you like to see it?

Ned: Yes, I think that I would. _____ 10 _____ there a chance I could see it this afternoon?

8 Practice These two passages are about life in a city—any of the big cities of world. First, read the paragraphs for meaning. Then circle the correct form from each pair of verbs in parentheses.



A Tough Life

My neighborhood ¹ (is / are) a tough neighborhood, and it (isn't / aren't) a pretty one. There ² (is / are) a lot of apartment buildings and parking lots, but there ³ (isn't / aren't) any real parks left. There ⁴ (was / were) some stores nearby until last year, but they ⁵ (is / are) closed now. There ⁶ (was / were) too many robberies. A typical apartment around here ⁷ (is / are) small and run-down. Some of the apartment buildings have renters in them, but a lot of the buildings ⁸ (is / are) abandoned. People ⁹ (is / are) trying to move away because there ¹⁰ (is / are) a lot of problems here.

The Good Life

My neighborhood (was / were)¹¹ a dangerous neighborhood, but life here (is / are)¹² getting better all the time. There (was / were)¹³ abandoned buildings and parking lots, but a lot of those rundown buildings (is / are)¹⁴ renovated* now. There (was / were)¹⁵ a horrible empty parking lot down the street a few years ago, but now it (is / are)¹⁶ a beautiful park. There (is / are)¹⁷ a lot of flowers and bushes and benches and swings for the kids. Today there (is / are)¹⁸ a great park where, three years ago, there (was / were)¹⁹ only broken bottles and papers and cans everywhere. It (is / are)²⁰ so wonderful to see a neighborhood safe and beautiful again. I (am / is)²¹ glad I live here.

**renovated* repaired, rebuilt, and cleaned; made new again

9 Error Analysis Each of the following sentences has an error. Find the errors and correct them.

are

Example There ~~is~~ a lot of keys for this apartment.

1. Help! There are two mice under my bed.
2. Jose Antonio bought several loaves of bread at the neighborhood store.
3. I have lived in three different cities in my life.
4. Traffic are terrible today.
5. This area needs an university.
6. The train is often a hour late.
7. The people here is very friendly.
8. Finding good place to live can be hard.
9. I have any money today.
10. There is some errors in this exercise.

Using What You've Learned



10 Spelling Bee Divide into two teams and make lines down each side of your classroom. Your teacher will give you singular nouns, and you should give the plural spelling. If you give the correct answer, move to the end of the line. If not, sit down and study your spelling rules!



11 Describing Your Neighborhood What is your neighborhood like? Are there houses or apartment buildings? Are there any stores or shopping centers nearby? make a list of eight sentences that describe your neighborhood. Then work in pairs and answer questions about your neighborhoods using *there is* and *there are* as often as possible.

Example *In my neighborhood, there are a lot of apartment buildings, but there aren't any houses.*



12 Complaining You have just rented a furnished apartment. The rental agent gave you a full description of the apartment, but you did not go in to see it because the renters were still there. When you go to the apartment for the first time, you find it is a mess! You return to the rental agent with a list of your complaints. In pairs or groups of three, role-play a scene complaining to the rental agent. You can begin with, "When I rented my apartment, you told me there was (were) . . . , but there isn't (aren't) . . ."

Other situations for role-plays in pairs or groups of three:

- You are on a trip, and you are staying at a "bargain, no frills" motel. Unfortunately, your "bargain" motel is missing many of the things that were advertised. You go to the manager with a list of complaints: no swimming pool, no breakfast, no TV, no microwave, no soap, no towels. You can begin with, "When I made my reservation, you told me there was (were) . . . , but there isn't (aren't) . . ."
- You've made arrangements to rent a van for a two-week trip with your friends. Unfortunately, when you pick up the van, it isn't what you'd expected. You go to the manager of the rental agency with your complaints: no power windows, no air conditioning, no air bags, no satellite navigation, no sunroof, no luggage rack, no refrigerator. You can begin with, "When I called to rent this van, I was told there was (were) . . . , but there isn't (aren't) . . ."



Part 2

Noncount Nouns Versus Count Nouns; *How Much* Versus *How Many*

Setting the Context



Prereading Questions Have you ever fixed up a house or an apartment? What are some of the things you often have to do when you move into a new place? Share your experiences while answering these questions about the picture.

Where are the young men? What are they doing? What do they still need to do? Do they have a lot of food in the apartment?

Reading Read the conversation.

Setting Up a New Apartment

Ned: Jim, after we fix up the kitchen, let's go shopping. There's no food to eat at all, and we need a little more paint and a few more cleaning supplies.

Jim: And some furniture! So let's make a list. How much paint do we need, and how much food should we buy?

Ned: We need another gallon of white paint for the living room and a quart of blue paint to finish the bathroom. As for food, let's get a few necessities today and wait to do the rest.

Jim: Okay. Let's see . . . A dozen eggs. A pound of butter. Two loaves of bread. A jar of peanut butter. Some orange juice. A few bars of soap. A tube of toothpaste. A few rolls of paper towels. Anything else?

Ned: Are those what you call necessities? What about milk, cheese, . . .

Jim: Well, just add them to the list.



Discussing Ideas Discuss the questions.

Which items are necessities for Jim? What items does Ned add to the list? What 10–15 items that are necessities for you?

Grammar Structures and Practice

A. Noncount Versus Count Nouns (1)

Noncount nouns include the following:

- Ideas (*history, knowledge*)
- Emotions or feelings (*satisfaction, peace*)
- Activities (*tennis, swimming*)
- Mass nouns—things that you can measure (*gasoline, rice*) or group together (*furniture*). The most common mass nouns are names of foods.

2.6 Noncount Versus Count Nouns

Structures	Nouns	Explanations	Examples
Noncount Nouns	bread coffee butter meat cheese rice	Noncount nouns are singular and take singular verbs. Do not use <i>a</i> or <i>an</i> with noncount nouns. Instead, you can use adjectives such as <i>some</i> and <i>any</i> .	We need bread . There isn't any coffee left. Is there some rice ?
Noncount or Count Nouns	business a business chicken a chicken glass a glass cake a cake	Some nouns are either count or noncount, depending on their meaning. <i>A</i> or <i>an</i> can be used with these nouns when they are count nouns.	We're having chicken for dinner. Have you ever held a chick ? We need glass for the window. Could I have a glass of water?

1 Review Write C in front of the count nouns and N in front of the noncount nouns.

Example _____ *N* spaghetti

- | | |
|--------------------|----------------------|
| 1. _____ egg | 9. _____ milk |
| 2. _____ apple | 10. _____ flour |
| 3. _____ rice | 11. _____ grapefruit |
| 4. _____ sugar | 12. _____ salt |
| 5. _____ chocolate | 13. _____ sandwich |
| 6. _____ cheese | 14. _____ potato |
| 7. _____ spoon | 15. _____ cereal |
| 8. _____ fork | |

2 Review The following sentences contain nouns that can be either count or noncount. Complete the sentences with *a* or *X* to indicate that no article is necessary.

Examples This morning, my mother made _____ *a* _____ pie.
Generally, I like _____ *x* _____ pie for dessert.

1. I like tea with _____ lemon.
Did you remember to buy _____ lemon?
2. I smell _____ gas.
Neon is _____ gas.
3. Real estate is _____ good business.
_____ business is good this year.
4. All animals are afraid of _____ fire.
There was _____ fire in our kitchen this morning.
5. I caught _____ fish yesterday.
Many people prefer _____ fish to beef.
6. He doesn't like _____ chocolate cake.
Her mother baked her _____ chocolate cake.
7. _____ fruit is healthy.
Is an avocado _____ fruit?
8. Would you like _____ glass of juice?
Where can I buy _____ glass to repair the window?
9. Fondue is _____ traditional food from Switzerland.
Everyone needs _____ food to survive.
10. Many people eat _____ turkey from time to time.
My uncle has _____ turkey on his farm.

B. How Much Versus How Many

How much and *how many* are used to ask questions about quantity.

2.7 How Much Versus How Many

Structures	Explanations	Examples
Noncount Nouns	<i>How much</i> is used to ask questions with noncount nouns. Answers to these questions may include a variety of indefinite adjectives such as <i>a lot (of)</i> , <i>lots of</i> , <i>some</i> , <i>much</i> , <i>(a) little</i> , or <i>not . . . any</i> .	How much bread do we have? We have a little bread . We don't have any bread .
Count Nouns	<i>How many</i> is used to ask questions with count nouns. Answers to these questions may include a variety of indefinite adjectives such as <i>a lot (of)</i> , <i>lots of</i> , <i>some</i> , <i>many</i> , <i>(a) few</i> , or <i>not . . . any</i> .	How many loaves of bread should we buy? Don't buy very many loaves . Buy a few loaves of bread.

Note: The expressions *some*, *(not) any*, *a lot of*, and *lots of* may be used with both count and noncount nouns. The expressions *(a) little*, *(a) few*, *(not) much*, and *(not) many* are covered later in this chapter.

3 Practice Complete the following questions with *how much* or *how many*.

Examples How much flour do we need?
 How many bottles of shampoo should we get?

- _____ bread should I buy?
- _____ apples do we have left?
- _____ milk do we need?
- _____ toothpaste should I buy?
- _____ boxes of detergent should we get?
- _____ rice do you need for that recipe?
- _____ water do you drink every day?
- _____ cups of coffee do you usually drink?
- _____ heads of lettuce should I get?
- _____ bars of soap do we have?

C. Common Units of Measurement

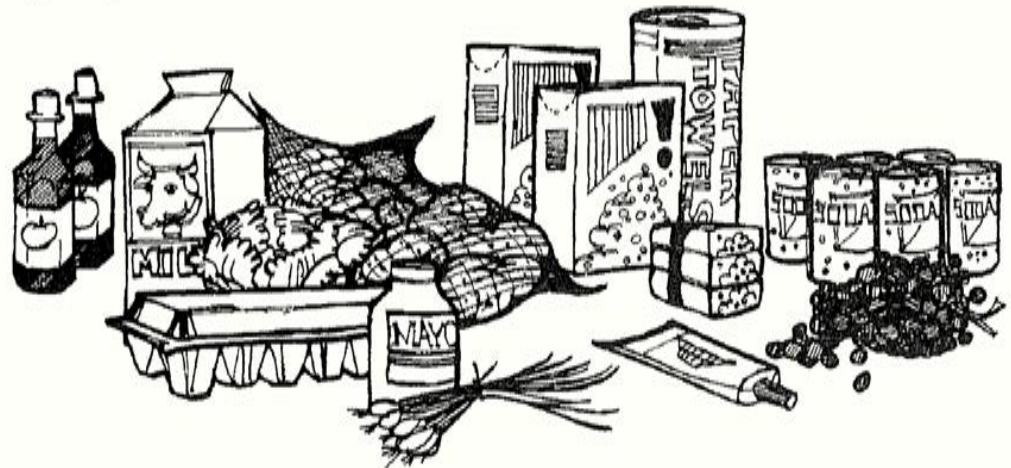
To give specific amounts of either count or noncount nouns, use the following units of measurement. Note that *of* follows all the expressions except *dozen*.

2.8 Common Units of Measurement

Units of Measurement	Items
bag	sugar, potato chips, potatoes
bar	candy, hand soap
bottle	detergent, ketchup, juice, soda, other liquids
box	cereal, detergent
bunch	bananas, carrots, grapes, green onions, flowers
can	soup, beans, tuna, soda
carton	eggs, milk
cup, tablespoon, teaspoon	all liquid and dry recipe ingredients
dozen*	eggs, bakery products, fruit and vegetables
gallon, quart, pint	all liquids, ice cream
head	lettuce, cabbage
jar	mayonnaise, peanut butter, jam, mustard, other foods that are spread
loaf	bread
package	potato chips, spaghetti
piece	cake, bread, pie, meat
pound, ounce	meat, poultry, fruit, vegetables, cheese
roll	paper towels, toilet paper
six-pack, twelve-pack, case	soda
stick	butter
tube	toothpaste

*Dozen does not use *of*. Compare: *I bought a dozen eggs. I bought a carton of eggs.*

4 Practice Use the picture to complete the list of things that Jim and Ned bought at the grocery store.



Example one bunch of grapes

- | | |
|--------------------------|---------------------------|
| 1. _____ of ketchup | 7. _____ of potatoes |
| 2. _____ of eggs | 8. _____ of detergent |
| 3. _____ of milk | 9. _____ of toothpaste |
| 4. _____ of lettuce | 10. _____ of paper towels |
| 5. _____ of green onions | 11. _____ of hand soap |
| 6. _____ of mayonnaise | 12. _____ of soda |



5 Practice Look at the following advertisements for “specials” at a local supermarket. In pairs, take turns asking and answering questions with *how many*, the cues.

DAIRY SPECIALS!

Milk **3⁰⁹**/gallon
Ice cream **2²⁹**/quart
Swiss cheese **3⁴⁹**/lb

MUNCHIES!

Crackers **1³⁹**/1-lb box
Potato chips **2⁴⁹**/8 oz.

TODAY'S SPECIALS

Superwhite toothpaste 1⁸⁹	Mayonnaise 2³⁹
Daisies 3⁵⁰ /bunch	Ketchup 1²⁹
Soda 2¹⁹ /six-pack	Lettuce 1⁸⁹ /head
Hand soap 3 bars/ 1⁰⁰	Bananas 49¢ /lb

SPECIAL! Eggs **89¢**/carton

Example pounds of bananas / less than \$1

A. *How many pounds of bananas can you buy for less than \$1?*

B. *You can buy two pounds.*

- | | |
|--|--------------------------------------|
| 1. gallons of milk / less than \$5 | 7. pints of ice cream / less than \$ |
| 2. boxes of crackers / less than \$5 | 8. jars of mayonnaise / less than |
| 3. heads of lettuce / less than \$2 | 9. bags of potato chips / less than |
| 4. pounds of cheese / less than \$10 | 10. six-packs of soda / less than \$ |
| 5. tubes of toothpaste / less than \$6 | 11. bars of hand soap / less than \$ |
| 6. bottles of ketchup / less than \$2 | 12. dozen eggs / less than \$3 |



6 Practice In pairs, practice making questions with *how much*. Take turns asking and answering questions about the ingredients in the recipe.

○○○○○Chocolate Fudge○○○○○	
cocoa :	6 tablespoons
sugar :	2 cups
butter :	3½ tablespoons
salt :	1/8 teaspoon
milk :	3/4 cup
vanilla :	1 teaspoon 

Example salt

- A. *How much salt do you need to make chocolate fudge?*
 B. *You need an eighth of a teaspoon of salt.*

1. sugar

3. milk

5. vanilla

2. cocoa

4. butter



7 Practice In pairs, take turns asking and answering questions. Following the examples, make short conversations about the items.

Examples book (count noun)

- A. *I bought some new books today.*
 B. *How many books did you buy?*
 A. *I bought three.*

cheese (noncount noun)

- A. *I bought some Swiss cheese today.*
 B. *How much did you buy?*
 A. *I bought two pounds.*

1. Costa Rican coffee

6. strawberry ice cream for dessert

2. gas for the car

7. carrots

3. tickets for the baseball game

8. water glasses

4. detergent

9. chicken

5. fresh fruit

10. bananas

8 Practice Use the charts below to convert the following items from British units of measurement to metric units of measurement, and vice versa.

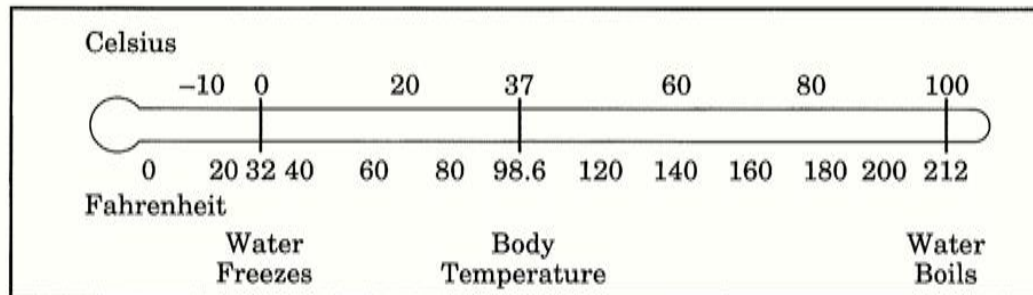
Example three teaspoons of sugar

Three teaspoons of sugar is approximately equal to 15 milliliters of sugar.

1. one quart of milk
2. five pounds of cheese
3. 72° Fahrenheit
4. five yards of rope
5. 30 miles
6. one liter of soda
7. one kilogram of burger meat
8. two kilometers
9. three meters of string
10. 25 centimeters of string

Basic Units

Length	meter = about 1.1 yards centimeter = .01 meter = about .4 inch kilometer = 1,000 meters = about .6 mile
Volume	liter = about 1.06 quarts milliliter = 0.001 liter 5 milliliters = 1 teaspoon
Weight	30 grams = 1.1 ounces kilogram = 1,000 grams = 2.2 pounds
Temperature	Celsius: 0°C = 32° Fahrenheit 37°C = 98.6°F



9 Error Analysis Each of the following sentences has an error. Find the errors and correct them.

Example How many times^s did we go shopping last month?

1. We ate chickens for dinner on Friday night.

2. How many loaf of bread should we buy?
3. Please get two bunch of lettuces at the store.
4. I'm looking for the jar of apple juice.
5. How many milks do you want to get?
6. There's two islands off of the coast.
7. There is head of cabbage in the refrigerator.
8. Three peoples walked into my office yesterday.
9. I bought a dozen of eggs today.
10. Let's get a bunch of grape.

Using What You've Learned



10 Shopping Lists Do you need to go grocery shopping soon? What do you need to buy? Make a shopping list and then work with a partner. Take turns asking and telling about the items on your list.

If you went grocery shopping recently and don't need to go again soon, make a list of the items you bought on your last shopping trip.



11 Giving Recipes Do you know how to make an omelet? Do you know how to make a burger or a chocolate milkshake? Or perhaps you know how to make something more exotic, such as moussaka or paella or kushi katsu.

Think of a recipe that you know and make a list of the ingredients. Then work in pairs or small groups and explain your recipes and their ingredients. Even better, prepare the dish for your classmates and let them sample as you explain!

Note: You may want to make a collection of class recipes.



12 Playing a Memory Game All members of the class should sit in a circle. One student will begin the game by saying, "I went to the supermarket, and I bought a *bottle of ketchup*." The next student must repeat the first student's item and add one; for example, "I went to the supermarket, and I bought a *bottle of ketchup and a jar of peanut butter*." The third student will repeat the first two items and add one. You may not write anything, and you are "out" if you forget any of the items or if you make a mistake in grammar!

Part 3

Noncount Nouns Versus Count Nouns Noncount Nouns with *There + Be*



Setting the Context



Prereading Questions City living has both good points and bad points. Share your ideas about cities while answering these questions about the picture.

Who is the man in front of the apartment building? What is his job? Who is the man on the far right? Describe other parts of the picture. What can you do in a big city? What are some things that are difficult to do?

Reading Read the passage.

City Life

Living in a big city has both advantages and disadvantages, but many people think of the disadvantages first. For example, it is often difficult to find good housing in a large city. Apartments are expensive, and there are very few houses available in safe locations. Employment is another problem. Jobs are hard to find in many cities. Transportation is also difficult. Bicycles can be dangerous, buses are not always on time, and parking is expensive.

City living also has advantages, however. Shopping is much better in a city. There are special stores for everything imaginable. There are restaurants, delicatessens, and grocery stores with food from every part of the world. And, of course, leisure time provision is one of the biggest advantages of city life. There are galleries, museums, and sports facilities for everyone's taste.



Discussing Ideas Discuss the questions.

What are three or four advantages of life in a big city? What are three or four disadvantages? Why is housing often a problem in large urban areas?

Grammar Structures and Practice

A. Noncount Versus Count Nouns (2)

Abstract nouns are another common type of noncount nouns.

- Abstract nouns may be ideas, activities, or emotions.
- They often refer to categories or groups that include count nouns.

2.9 Noncount Versus Count Nouns

Noncount Nouns	Count Nouns
employment	jobs occupations professions
homework	assignments exercises
information	facts statistics
furniture	tables chairs
news	broadcasts programs
violence	arguments fights wars
weather	climates storms tornadoes



1 Rapid Oral Practice Ned lives in a large eastern city. His family lives in the West. He teaches at a public elementary school. Using the following cues, form sentences about Ned's opinions by adding *is important* or *are important*. Speak your sentences to a partner.

Examples Friends *are important*.
Good transportation *is important*.

1. Free time . . .
2. Honesty
3. Warm clothes . . .
4. Patience . . .
5. Money . . .
6. Neighbors . . .
7. Friends . . .
8. Letters . . .
9. Accurate information . . .
10. News from home . . .

2 Practice Fill in each blank with one word from the following list. Some blanks have more than one correct answer.

area	homes	jobs	parking
cities	housing	—life—	transportation

_____ *Life* _____ in a big city has both advantages and disadvantages. There are usually many apartments for rent. However, _____
 1 _____ can be very expensive. For example, very few people
 can afford to buy _____. Additionally, it is difficult to find
 2 housing in a safe _____. Employment is another problem.
 3 _____ are hard to find in many _____.
 4 _____ is also difficult. Bicycles can be dangerous, buses are
 6 not always on time, and _____ is expensive.
 7

B. Noncount Nouns with *There + Be*

There + be is also used with noncount nouns.

- With noncount nouns, the verb *be* is always singular: *there is, there was, there has been*.
- Indefinite articles (*a, an*) are not used.

2.10 Noncount Nouns with *There + Be*

Structures	Singular	Plural
Noncount Nouns	There is always good food available in New York.	
Count Nouns	There is a good documentary on tonight.	There are good documentaries on every night.



3 Practice In pairs, take turns making comments and contradicting them. Form complete sentences from the cues on page 80. Each set of cues includes one count and one noncount noun. Be sure to use the correct form of the verb with each.

Example cars / heavy traffic

A. *In big cities, there are always a lot of cars.*

B. *That's not true. There isn't always heavy traffic in a big c*

1. buses / convenient transportation
2. cheap apartments for rent / inexpensive housing
3. shops and malls / good products
4. poor people / poverty
5. international restaurants / international food
6. unusual buildings / interesting architecture
7. dirty streets and dirty air / serious pollution
8. robberies and assaults / violent crime

C. (A) Little Versus (A) Few; Not Much Versus Not Many

Phrases that express quantities or amounts can be used with nouns. Some are used with count nouns, and others are used with noncount nouns.

- *A few, few, and not many* are used with count nouns.
- *A little, little, and not much* are used with noncount nouns.
- *A few* and *a little* mean "some" (but not a large amount).
- *Not many, few, not much, and little* mean "a small amount" (perhaps not enough).
- *Not many* and *not much* are more common in conversational English than *few* and *little*.

2.11 A Little Versus A Few Not Much Versus Not Many

With Count Nouns		With Noncount Nouns	
A few	There are a few apples left. (There are some apples left.)	A little	There is a little milk left in the carton. (There is some milk left.)
Few	Few apples are left. (There is a very small number of apples, probably not as many as we want or need.)	Little	There is little milk left. (There is a very small amount of milk left, probably not enough.)
Not many	There aren't many apples left.	Not much	There isn't much milk left in the carton.



4 Rapid Oral Practice Go through the list on the following page and add *a few* before each word. Say the answers out loud with a partner.

Example friends

a few friends

- | | | |
|----------------|--------------|-----------------|
| 1. problems | 6. news | 11. pizza |
| 2. time | 7. furniture | 12. candy |
| 3. money | 8. clothes | 13. facts |
| 4. assignments | 9. advice | 14. discussions |
| 5. homework | 10. dollars | 15. information |

5 Practice Add *a few* or *few* before count nouns and *a little* or *little* before noncount nouns.

Ned: What will we eat for breakfast tomorrow? Maybe we need to go out and buy a few things at the store.

Jim: We have very 1 money, but I think we have enough for groceries for tomorrow's breakfast.

Ned: Luckily, we have 2 apples, 3 eggs, and 4 butter. All we need is 5 bread and 6 jelly for breakfast.

Jim: But what about lunch and dinner? We have 7 money, but we do need to eat!

Ned: Well, there are 8 cans of soup and 9 peanut butter in the cupboard. It's not much, but it will keep us going until I get my check on Monday.



6 Practice In pairs, make short conversations with the cues on page 82. Use *how much*, *how many*, *a few*, *a little*, and units of measurement. Use the examples as models.

Examples green onions / two

A. *There are only a few green onions left. How many should we buy?*

B. *Let's get two bunches.*

butter / one

A. *There is only a little butter left. How much should we buy?*

B. *Let's get one pound.*

- | | |
|---------------------|----------------------------|
| 1. ketchup / one | 6. toothpaste / two |
| 2. hand soap / five | 7. cheese / several |
| 3. mustard / one | 8. potato / three |
| 4. eggs / one | 9. laundry detergent / two |
| 5. lettuce / two | 10. juice / several |



7 Practice With a new partner, make new conversations using the cues in Act 1. This time use *not many* and *not much* instead of *a few* and *a little*.

Examples sugar / three

A. *There isn't much sugar left. How much should we buy?*

B. *Let's get three bags.*

green onions / two

A. *There aren't many green onions left. How many should we buy?*

B. *Let's get two bunches.*



8 Review Circle the correct answer in each of these sentences.

Example How (much / many) apples do you need for the pie?

- I always put (a few / a little) salt in my soup.
- We don't have (many / much) potatoes in the house.
- Is there (much / many) juice in the refrigerator?
- She eats (lots of / many) candy.
- We eat (few / little) beef, but we eat (many / a lot of) fish.
- I bought a (dozen / carton) of eggs.
- When you go to the store, please buy (some / few) butter.
- How (much / many) milk should I buy?
- Gregg didn't catch (some / any) fish last night.
- I forgot to buy a (tube / roll) of toothpaste.
- There aren't (many / a little) Chinese restaurants near here.
- There isn't (a few / much) ice cream left.
- There was (a lot of / many) traffic this morning.
- How (much / many) homework do you have tonight?
- How (much / many) homework assignments do you have tonight?

9 Error Analysis Each of the following sentences has an error. Find the errors and correct them.

Example We bought a lot^{of} food at the grocery store.

1. Are there a lot of news today?
2. There is only a few milk left.
3. I need to buy some new furnitures.
4. Mr. Hansen gave me three informations about my project.
5. There is much milk in the kitchen.
6. I still need a little more informations for my report.
7. There is any homework tonight.
8. I would like a chocolate cake for dessert.
9. Please put a apple in my lunch.
10. How many deers did you see on the road?

Using What You've Learned

10 Describing Places What's your favorite city? What does it have to offer? In a brief presentation, describe your favorite city to your classmates, including both its good points and a few of its bad points. Use these questions as ideas to start:

- Are there a lot of facilities?
- Are there good restaurants?
- Is there public transportation?
- Are there interesting stores and boutiques?
- Does it have many problems, such as pollution, traffic, or crime?



11 Making Survival Plans You work for the United Nations. You are in a small plane flying to a remote village in the Himalayan Mountains to deliver supplies. Everything seems to be going well until you notice that you are low on fuel and the fuel supply is dropping every second. There must be a leak! You have approximately 20 minutes until the plane will run out of fuel and crash. The only way to survive is to parachute, but it's winter and you will land in a deserted area covered with snow and with no trees. You estimate that you and your partner could each carry up to 50 pounds of supplies when you jump. Work with a partner. Use the list of supplies on page 84 and discuss what you will each bring.

Remember:

Each of you can carry no more than 50 pounds (lbs.).

You have no idea how long it will take to be rescued, but it could be months.

	Item	Weight
Food and Water	fresh water	5 lbs. per gallon
	burger meat	5 lbs. per package
	rice	5 lbs. per bag
	beans	5 lbs. per bag
	fruit and vegetables	10 lbs. per bag
	flour	5 lbs. per bag
	cooking oil	5 lbs. per bottle
	sugar	5 lbs. per bag
	coffee	5 lbs. per bag
Clothing	jackets	5 lbs. each
	snow boots	4 lbs. a pair
	mittens	1 lb. a pair
	extra clothing (socks, sweaters, pants, hat)	10 lbs. each person
Equipment	matches	1 lb. per box of 500
	rope	3 lbs.
	flashlights	1 lb. each
	emergency flares	5 lbs. per package of ten flares
	rifle and bullets	25 lbs.
	slingshots	2 lbs. each
	cooking stove and gas	15 lbs.
	water filters	10 lbs. each
Shelter	sleeping bags	5 lbs. each
	pillows	1 lb. each
	blankets	3 lbs. each
	tent	10 lbs.
Other	medical kit	30 lbs.
	your favorite books	5 lbs.
	batteries	1 lb. for every 2 book
	your diary	2 lbs.

When you are finished, write the choices for you and your partner (the items and the quantities) on the board. Be ready to give reasons for each of the items that you have included.

Part 4

The with Locations and Other Special Uses

Setting the Context



Prereading Questions Which major cities have you lived in or visited? Share your experiences while answering these questions about the photos.

What cities are these? How do you know? Why are major cities often located near water?



Cities of the World

Most of the greatest cities in the world are located near oceans, rivers, or lakes. New York City, Rio de Janeiro, and Buenos Aires are on the Atlantic Ocean. San Francisco, Tokyo, and Santiago are on the Pacific Ocean. Singapore is located on an island in the South China Sea, and Venice is on an island in the Adriatic Sea. London is on the Thames River, Paris is on the Seine River, Cairo is on the Nile River, and Budapest is on the Danube River. Chicago, Cleveland, and Toronto are all on the Great Lakes—Chicago on Lake Michigan, Cleveland on Lake Erie, and Toronto on Lake Ontario.

Because of their locations, most of these cities have famous landmarks associated with water. New York City has the Statue of Liberty on Liberty Island, San Francisco has the Golden Gate Bridge, and Venice has the Grand Canal, to name only a few.



Discussing Ideas Discuss the questions.

What are some other cities that are located on the Atlantic Ocean? On the Pacific Ocean? On major rivers or lakes?

Grammar Structures and Practice

A. *The* with Locations

The appears with many proper names and with other specific locations. The list on page 87 gives you a few examples. Appendix 5 gives you a complete list with examples. Notice the common exceptions in that list.

3 Practice Look at this map and use it to help you describe the locations of the following places.



Example Los Angeles

Los Angeles is in the West. It's in California.

It's on the West Coast. It's on the Pacific Ocean.

1. Washington, D.C.
2. Rocky Mountains
3. Miami
4. Hudson Bay
5. St. Louis
6. Vancouver
7. Colorado River
8. Montreal
9. Houston
10. Mackenzie River
11. Boston
12. Honolulu
13. Chicago
14. Cascade Mountains
15. Missouri River

4 Practice Name three cities in your country. Describe the locations of each of these cities, giving as much information as possible.

Example *I come from Hong Kong. Hong Kong is in China. It is on the...*

B. The with the Verb Go

The use of *to* and *to the* is idiomatic with the verb *go*. For example, we generally say, "I'm going to school," or "I'm going to college." We add *the* only to refer to a specific school or college, perhaps different from the normal one.

2.13 The with the Verb Go

No Article or Preposition	<i>to</i>	<i>to the</i>
I'm going . . . downtown home there camping shopping swimming (and other <i>-ing</i> words)	He's going . . . to college to class to school to town to work to New York (or the name of any city)	He's going . . to the city to the hospital to the library to the mountains to the museum to the post office to the station



5 Rapid Oral Practice In pairs, take turns asking and answering questions based on the cues.

Example store

A. *Where are you going?*

B. *To the store. (or, I'm going to the store.)*

- | | |
|----------------|------------|
| 1. home | 7. college |
| 2. shopping | 8. town |
| 3. hospital | 9. city |
| 4. downtown | 10. class |
| 5. beach | 11. there |
| 6. Los Angeles | 12. work |

7 Review Complete the following passage with *a*, *an*, or *X*. Remember: Noncount nouns normally do not take an article, but a word such as *a* or *an* must come before a singular count noun.



Culture Note

Chicago is another of the United States' largest cities. The city has always been a transportation center and a crossroads for travel north, south, east, or west. Nine railroad lines link Chicago to every major U.S. and Canadian city.

The Windy City

Chicago is an interesting city. It has 1 good museums, 2 beautiful skyline, 3 first-class facilities, and 4 mixture of people. 5 Chicago's fine restaurants have an international flavor. You can find 6 Italian, 7 Japanese, or even 8 Armenian restaurant there.

Chicago is 9 important commercial and financial center. 10 skyscrapers fill its downtown area, and 11 enormous department stores are located throughout "the Loop," as 12 downtown Chicago is called. Its airport, O'Hare International, is the busiest in the world. 13 airplane lands and 14 airplane takes off every 30 seconds.

This busy city is located in _____ beautiful area by Lake Michigan. This huge lake plays _____ major role in Chicago's weather. The weather in the "Windy City" can be unpredictable at any time of year and the winter can be especially cold. However, most tourists find Chicago _____ fun place to visit.

8 Review Fill in the blank spaces that follow with *a, an, the, some*, or *X*. In some cases, there is more than one possible answer.



The City by the Bay

San Francisco is in _____ *the* _____ West, in _____ ¹ _____ California. This lovely city is located on _____ ² _____ Pacific Coast _____ ³ _____ beautiful bay. _____ ⁴ _____ famous Golden Gate Bridge crosses this bay. Seven highways and two railroad bridges _____ ⁵ _____ San Francisco Bay. _____ ⁶ _____ San Francisco is a _____ ⁷ _____ major seaport. Because of its location, there are _____ ⁸ _____ wonderful views from _____ ⁹ _____ city. _____ ¹⁰

scenery is truly magnificent. In addition, _____¹¹ city has
 _____¹² good climate. You don't usually need to carry
 _____¹³ umbrella because there is little rain during most of the year.

San Francisco is _____¹⁴ city of many hills. _____¹⁵ of
 the world's steepest streets go up these hills. In _____¹⁶ center of
 _____¹⁷ city are _____¹⁸ tall office buildings. Other impor-
 tant landmarks include _____¹⁹ University of San Francisco and
 _____²⁰ Palace of Fine Arts.

9 Error Analysis Each of the following sentences has one or more errors. Find the errors and correct them.

Example We're going to downtown after class.

1. Ali loves to swim in Atlantic Ocean.
2. Mississippi River is in United States.
3. John teaches at the Monterey Peninsula College.
4. Ned is from Netherlands.
5. The Maui is one of Hawaiian Islands.
6. Patty comes from Midwest.
7. I'm tired. I'm going to home.
8. I can't find some toothpaste in the bathroom. Where is it?
9. There's only a few soaps left.
10. There were three incidents of violences at the game last night.
11. How do you spell "potatos"?
12. Could I have some lemons with my tea?
13. There was small stone in the bread. When Mark bit into it, he broke two tooths.
14. A lot of police was on guard at the football match last night.
15. There is a lot of bridges in San Francisco.

Using What You've Learned



10 Describing Landmarks In pairs, brainstorm a list of landmarks or important places in the town or area where you live. These might include a river, lake, mountain, bridge, monument, museum, shopping mall, etc. When you have a list of places, take turns describing their location.

Example A. *Where's the art museum?*

B. *It's on Crest Street, across from the public library.*



11 Describing Your Hometown Work in small groups. What are some of the important places in your hometown or another city that you know well? Does it have any major landmarks? Does your region or country have major mountains? Is it along an ocean? Are there many rivers or lakes? Give examples of some of the important features. Using the example as a model, take turns telling about some of the following.

- In the city: museums, bridges, libraries, other important buildings, streets, etc.
- In the region or country: forests, rivers, lakes, mountains, oceans, deserts, canals.

Example *I love Cairo, the largest city in Egypt. Cairo is on the Nile River.*



12 Playing a Memory Game Have you ever played the game "Categories"? To begin, you choose a category, for example, rivers. Going around in a circle, each person must name a river. You can play the game in either of two ways. You can go in alphabetical order: *a*—the Amazon River; *b*—the Brule River, etc. The other way is to use the last letter in one to begin the name of the next: *a*—the Amazon; *n* (the last letter of Amazon)—the Nile. If you cannot think of a name, you are out of the game. The last person in the game wins. You can play as a class or you can divide into teams that alternate naming rivers. You may use a time limit of thirty seconds or one minute for each answer. Choose a new category each time. Here are some suggestions:

- rivers
- lakes
- countries
- mountains
- capital cities

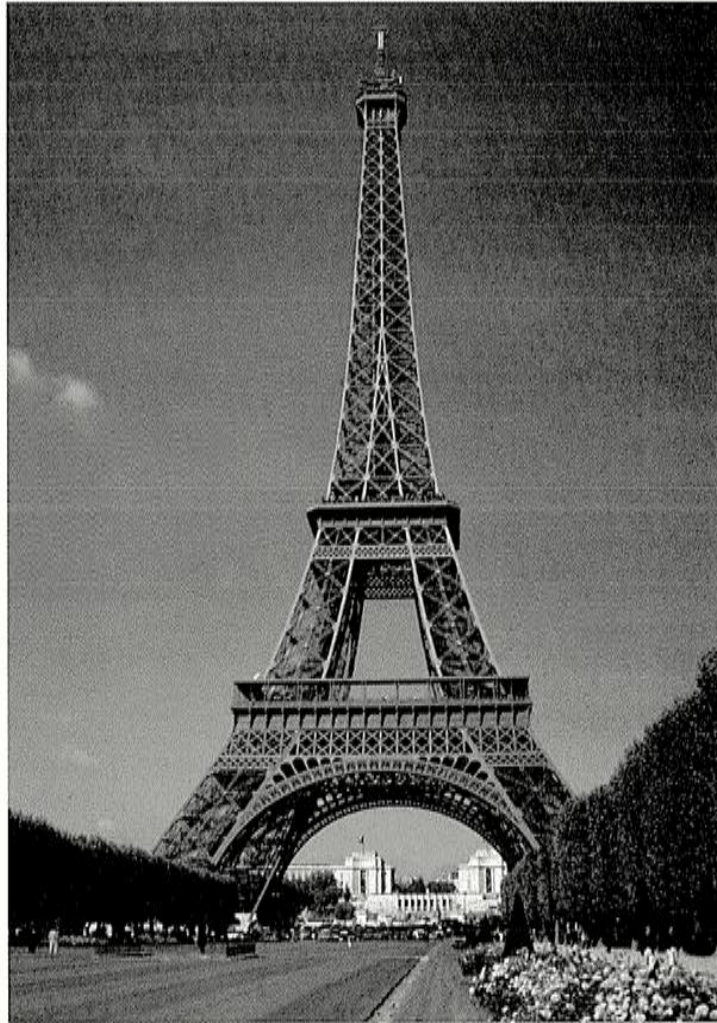
Remember: For an answer to be correct, it must include *the*, if it is necessary.



13 Discussing Favorite Places and Favorite Meals Discuss the following questions with one or more partners.

1. Which city do you live in? Does your neighborhood have a name? What street do you live on?

2. Where do you shop? What do you do in your free time? Where do you do it?
3. What is your favorite meal? What are the most important ingredients? What is your favorite dessert?
4. What is your favorite city in the world? How many people live there? Name some of the most important landmarks (bridges, buildings, museums, monuments) in the city.



▲ The Eiffel Tower is a famous Paris landmark.

Focus on Testing

Nouns and Articles

Standardized tests of English proficiency often have sections on nouns and articles. Review what you studied in this chapter. Check your understanding of nouns and articles by completing the items below.

Remember that . . .

There are two basic noun groups: count nouns and noncount nouns.

A and *an* are not used with noncount nouns.

When *there* begins a sentence, the verb agrees with the noun that follows it.

A little / a few have a different meaning from *little / few*.

Part 1 Fill in the correct bubble to complete the sentences.

Example There _____ any bridges across the northern river.
(A) are (B) is (C) aren't (D) isn't

1. We can't afford to visit London. We have _____ money.
(A) little (B) a little (C) few (D) a few

2. How _____ people were at the museum?
(A) little (B) much (C) a little (D) many

3. There _____ several students in the classroom.
(A) is (B) are (C) be (D) come

4. _____ Golden Gate Bridge is in San Francisco.
(A) The (B) A (C) An (D) x

Part 2 Circle the letter below the word(s) containing the error.

Example Ned has a lot of homeworks to do before the next class.
A B C D

1. Last night we ate chickens for dinner because everyone was very hungry.
A B C D

2. When you go to the store, don't forget to buy a bar of toothpaste.
A B C D

3. We will need more informations before we can finish the assignments.
A B C D

4. Ted needs to go home and finish his homework before he can go to
the swimming.
A B C D

Lecture 10

Modal Auxiliary

What do they mean?

Can- Could

will- Would

Shall- Should

Must- Have to – Ought to

May- Might

Modals Giving permission

Would you please help me?

Could you help me

Can you help me?

Will you help me?

May I?

Modals Expressing ability

I can speak English (present ability)

Last year I could speak English (past ability)

I am able to (present)

I was able to (past)

I will be able to (future)

Modals Expressing expectation

The train should arrive now

Ought to seldom used! (negative or questions only!)

Should – ought to – had better (express advice)

- You are sick. You should see a doctor!
- You 'd better not stay home.

Modals Expressing preferences

I would like

I would rather to go to Costa rather than Blockbuster

Modals Expressing Need or obligation

Must (You must have a driving license to drive)

Must not to (you must not bother your parents)

Have to

You have to study for the exam.

Not have to

You do not have to come with us.

Modals Expressing preferences

I would like

I would rather to go to Costa rather than Blockbuster

Modals Expressing possibility and impossibility

May --- may not

Might Might not

Could ... could not

.....have enough money

It can't be five!

That couldn't be my uncle!

Borrow & Lend

Borrow = you take from some one

May I borrow your pen?

Borrowing a book from a library

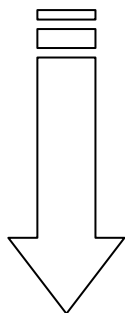
Lend= you ask someone to give you something

Can you lend me your car?

Lending someone money

Modals Expressing preferences

Go to the book pp. 135 (important)





14 Giving Advice Imagine you have \$2,500,000 available to you. What would you do with all that money?

In small groups, role-play the possibilities. You should contact a financial advisor who will give you advice on various possibilities: gold, precious gems, real estate, savings banks, antiques, etc.

One-third of the class can set up office as financial advisors with various specialties. The rest of the students have money. Afterwards, take turns role-playing some of your conversations about what to do with your money.

Focus on Testing

Modals and Related Structures

Modals are usually found on standardized tests of English proficiency. Check your understanding of the modals you studied in this chapter by completing the sample items that follow.

Remember that . . .

Modals do not use normal verb tense endings.

The meaning of a modal can change according to the context of the sentence.

Sometimes *must* means *probably*.

Part 1 Fill in the correct bubble to complete the sentences.

Example The bank _____ give him an account with free checking.

- ☐ (A) wouldn't able to ☐ (B) was not able ☐ (C) wouldn't to ☐ (D) wouldn't

1. I don't see Ali. He _____ here today.

- ☐ (A) must be not ☐ (B) must not be
☐ (C) must to be not ☐ (D) must not to be

2. You _____. You'll make a mistake.

- ☐ (A) 'd better not hurry ☐ (B) better not hurrying
☐ (C) 'd better not to hurry ☐ (D) 'd better don't hurry

3. That man _____ be my uncle. He's dead!

- ☐ (A) couldn't ☐ (B) could
☐ (C) might ☐ (D) may not

4. Could you _____ me \$50,000 please?

- ☐ (A) borrow ☐ (B) let
☐ (C) lend ☐ (D) gave

Part 2 Circle the letter below the word(s) containing the error.

Example Ahmad would rather to work at the bank than work at the factory.

A

B

C

D

1. Jack didn't have to pay back the loan last year, but he will have pay it this year.

A

B

C

D

2. If you want to succeed in school, you don't have to forget to do all of your homework.

A

B

C

D

3. Tom wouldn't rather go to the beach this afternoon. But he should stay home and finish some work.

A

B

C

D

4. I would like find a new job with a big salary, but I have to finish my college degree first.

A

B

C

D

Lecture 11

Phrasal Verbs

What do they mean?

Verb + preposition (particles)

separable متلازم

inseparable (لا يتجزأ) غير متلازم

Inseparable Phrasal Verbs

agree with تتفق مع

belong to تنتمي الى

talk to يتحدث الى

wait for ينتظر

look for يبحث عن

Remind – of يفكر بـ

Ask ----- about يسأل عن

Inseparable verbs

Check into (register)

Come across (find/ met)

Drop by (visit)

Keep up with (stay on the same level)

Go over (review)

Go through (experience/ have)

Take care of (supervise)

Stay up (remain awake)

Separable Phrasal verbs

Bring up (raise)

Look over (review, read quickly)

Try out (test)

Work out (find a solution)

Academic: الأكاديمية

Add up

fill in

Finish up

fill out

Write up

hand in

Check in

hand out

Check out

hand back

Do over

Look over

Go to the book page 220



Focus on Testing

Review of simple tenses, count and noncount nouns, modals, perfect tenses, and phrasal verbs from Chapters 1-5

A variety of grammatical structures are included in this test. Check your understanding by completing the items that follow.

Part 1 Fill in the correct bubble to complete the sentences.

Example John _____ with the employment office twice since last week.

- | | |
|--|--|
| ☐ (A) has been checking | ☐ (C) is checked |
| ☒ (B) has checked | ☐ (D) have checked |

- Alex and Tom _____ at the supermarket since April.

☐ (A) have been worked	☐ (B) have worked
☐ (C) has worked	☐ (D) have working
- Carl _____ a reduction in his salary.

☐ (A) have taken	☐ (B) has taken
☐ (C) taken	☐ (D) has took
- Mike has already worked for three hours _____.

☐ (A) yesterday	☐ (B) on Saturday
☐ (C) this morning	☐ (D) last night
- Have you _____ John this morning?

☐ (A) saw	☐ (B) seen
☐ (C) been	☐ (D) gone
- Jack _____ the fire department when he saw the fire.

☐ (A) was calling	☐ (B) calls
☐ (C) will call	☐ (D) called
- I can't go to the baseball game because I have _____ money.

☐ (A) only a little	☐ (B) only little
☐ (C) only a few	☐ (D) few
- You _____ do your homework now. If you want to, you can do it after a little while.

☐ (A) must	☐ (B) must not
☐ (C) don't have to	☐ (D) have to

8. When _____ Jerry usually come home?

(A) is

(C) do

(B) does

(D) have

9. Please _____ your homework before you give it to me.

(A) look

(C) look on

(B) look over

(D) look under

10. Mr. and Mrs. Smith are able to _____ a lot of noise.

(A) get together with

(C) put away

(B) put up

(D) put up with

Part 2 Circle the letter below the word(s) containing the error.

Example Already this year, The Pizza Parlor has been hired two cooks.

A

(B)

They have learned the job in a short time.

C

D

1. Since two years, the Pizza Parlor has been doing great business, and the

A

B

staff has earned a lot of overtime pay.

C

D

2. Pizza House hasn't never done well because the management hasn't been

A

B

C

trained before the restaurant opened.

D

3. Our bank hasn't ever used computers before the war, did they?

A

B

C

D

4. We hasn't arrived at the meeting by noon tomorrow, so we decided not to attend.

A

B

C

D

5. I heard on the news that it may be rain tomorrow, but the weekend will be

A

B

C

D

sunny.

6. Jamie wants to see the Louvre in Paris; however, he doesn't have many time.

A

B

C

D

7. Why didn't Richard finished the homework assignments yesterday afternoon?

A

B

C

D

8. We all of the time visit Mexico because there is always something new to see.
A B C D

9. He is thrilled about the trip, frightened by the bear, and worried on the cost the trip.
A B C D

10. I'm used to be around animals, but when I ran into a bear in the forest, I almost died of fright.
A B C D

Lecture 12

Global Connections

What do they mean?

They connect two sentences

And

But

Nor

Or

So

Adverb clauses (condition/ contrast/ reason/ time)

If after/before

Unless until

Although when/ since

Even though So that

Because

Transitions

For example

In addition/ furthermore

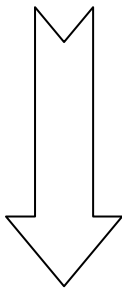
In fact/ as a matter of fact

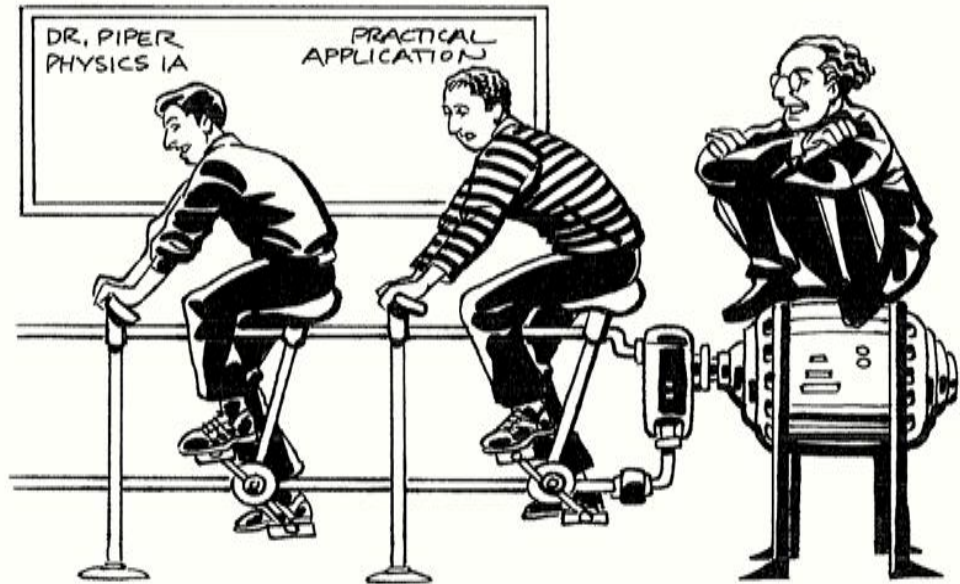
However/ in contrast

Therefore/ as a result/ consequently

First/ second/ third etc..

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Focus on Testing

Use of Compound and Complex Sentences

Compound and complex sentences are frequently tested on standardized English proficiency exams. Review these commonly tested structures and check your understanding by completing the items below.

Remember that . . .

Two sentences written together must have a connecting word or appropriate punctuation.

Only certain verb tenses can be used in clauses of time or condition.

So and *so that* have different meanings.

A modal auxiliary generally follows *so that*.

The word order of the subject and the verb changes when *nor* begins a clause.

Part 1 Fill in the correct bubble to complete the sentences.

Example _____ I go to France, I plan to visit my friend.

☐ (A) Although

☒ (B) When

☐ (C) So

☐ (D) Yet

1. When you _____ to Europe, you should see the Swiss Alps.

☐ (A) will travel

☐ (B) traveling

☐ (C) travel

☐ (D) travels

2. I don't drive my car into town _____ the weather is bad.

(A) unless

(B) if not

(C) so that

(D) but

3. _____ Europe is crowded in June, we have to go then because we have summer vacation.

(A) Because

(B) Although

(C) Unless

(D) If

4. Small towns in Europe aren't crowded, _____ are they unsafe.

(A) nor

(B) or

(C) not

(D) for

Part 2 Circle the letter below the word(s) containing an error.

Example U.N. organizers will decide to erect a building in New York so that

(A)

B

world leaders could meet regularly.

C

D

1. Because the Internet was originally created so that researchers could

A

B

C

communicate with each other.

D

2. If you take a supersonic flight from New York to London, you would arrive

A

B

C

in less than three and one-half hours.

D

3. Probably the population of the world will continue to grow rapidly, but

A

B

although in some countries the rate of growth has decreased significantly.

C

D

4. Hiroshi received all As on his report card, so that he must be very intelligenr

A

B

C

D

Lecture 14

The Passive voice

Active sentence

Noha made a cake

Passive voice

The cake was made by Noha

Structure of the passive voice

Present

Is/am/are + verb ed + by

Past

Was/ were + verb ed + by

The cake was made of strawberry

The cake was made for the guests

Passive voice with it

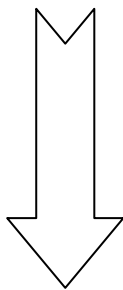
People believe that the Earth is round. (active present)

It is believed that the Earth is round. (passive present)

People thought that English was a difficult language (active past)

It was thought that English was a difficult language. (passive past)

Go to the book page 293



Focus on Testing

Use of Compound and Complex Sentences

Compound and complex sentences are frequently tested on standardized English proficiency exams. Review these commonly tested structures and check your understanding by completing the sample items below.

Remember that . . .

The choice of the connecting word in a compound or a complex sentence depends on the meaning of the sentence.

Different types of connecting words (coordinating conjunctions, subordinate conjunctions, and transitions) use different punctuation.

Continuous verb tenses often follow *while*.

When *since* is the connecting word, the present perfect tense is normally used in the main clause.

Part 1 Fill in the correct bubble to complete the sentences.

Example Although I have studied French for years, _____.

- ☐ (A) but I have difficulties speaking the language
- ☒ (B) I have difficulties in speaking the language
- ☐ (C) however, I have difficulties in speaking the language
- ☐ (D) but I have difficulties in speaking the language

1. I was playing tennis. _____ Ted was gardening.

- ☐ (A) While,
- ☐ (B) At the same time
- ☐ (C) Meanwhile,
- ☐ (D) When

2. George went to his office quickly _____ he could make a phone call.

- ☐ (A) , So that,
- ☐ (B) so that
- ☐ (C) as a result,
- ☐ (D) because

3. Pablo has gained a lot of weight _____ he can barely fit into his car.

- ☐ (A) , therefore
- ☐ (B) so that
- ☐ (C) because
- ☐ (D) , so

4. _____ we were friends, he still tried to cheat me.

- ☐ (A) Even though
- ☐ (B) Because
- ☐ (C) However,
- ☐ (D) So,

Part 2 Circle the letter below the word(s) containing an error.

Example If native and non-native speakers are combined, almost five percent
A B
of the world population is speaking English.
C (D)

1. Although Northern Canada is a cold, treeless region. However, many people
A B
consider it extremely beautiful.
C D

2. Native Americans has lived in the Americas since they came from Asia at
A B C
least 30,000 years ago.
D

3. One day we came upon a huge grizzly bear nevertheless it ran away
A B C
when it noticed that we were there.
D

4. There is a great deal of rain in some of the regions that we visited so that w
A B C
packed a tent and plenty of rain gear.
D

Lecture 14
The Final exam

1- I bought _____ pepper yesterday.

- a) a few b) many
c) a little d) how much

2- _____ people are there in the hall?

- a) How many b) How much
c) How a few d) A few

3- Please give me _____ stamps to send these two letters

- a) much b) a little
c) how many d) a few

4- I eat _____ chicken every day.

- a) a little b) many
c) how much d) a few

5- _____ wood do you need to make a chair ?

- a) How many b) How
c) A little d) How much

6- a business executive's life stressful?

- a. Are b. Is c. Am d. if

7- The babyat the moment.

- a sleep b. are sleeping c. is sleeping d. is sleep

8- Fred is tired because

- a. she has failed her exams b. you haven't` switched on c. he has worked all ight

9- Yousefa book after lunch every day.

- a. read b. is reading c. reads d. are reading

10-go out last night?

- a. Do you b. Did you c. Does he d. Does you

11- that new film yet?

- a. Did you see b. Have you seen c. Was you see

12- go out last night?

a. Have you

b. Do you

c. Did you

13- The baby at the moment

a. sleep

b. are sleeping

c. is sleeping

14- She saw the police car while she to work.

a. was driving

b. drove

c. drive

don't forget to pray to me